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ABSTRACT

The purpose of the study described here was to determine if Project School to Work, which involved funding (through Title IV of the Comprehensive Employment and Training Act) a team of facilitators to help a consortium of schools plan and implement career education programs, could be replicated. Three things were looked at: (1) what had taken place in participating school districts so a model could be described; (2) whether participants regarded the project as successful; and (3) the legislative climate, a very special set of circumstances that are said to have made the project possible in the first place. The study had to determine whether conditions resulting in these circumstances were likely to remain the same or to change. Two different aspects of the climate for replicability were studied--issues surrounding dissemination and validation of the project, and emerging policy trends. It is concluded that Project School to Work was successful and can be replicated. Recommendations are given for workshops, the development of a community resource system, pursuit of State validation, and possible adaptations in the project. The assessment process, tables of results, and validation application guidelines appear in lengthy appendices, and results of the Career Skills Assessment, a battery of tests given to a sample of participants, are contained in an addendum. (CMG)

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EVALUATION OF PROJECT SCHOOL TO WORK

A MONOGRAPH

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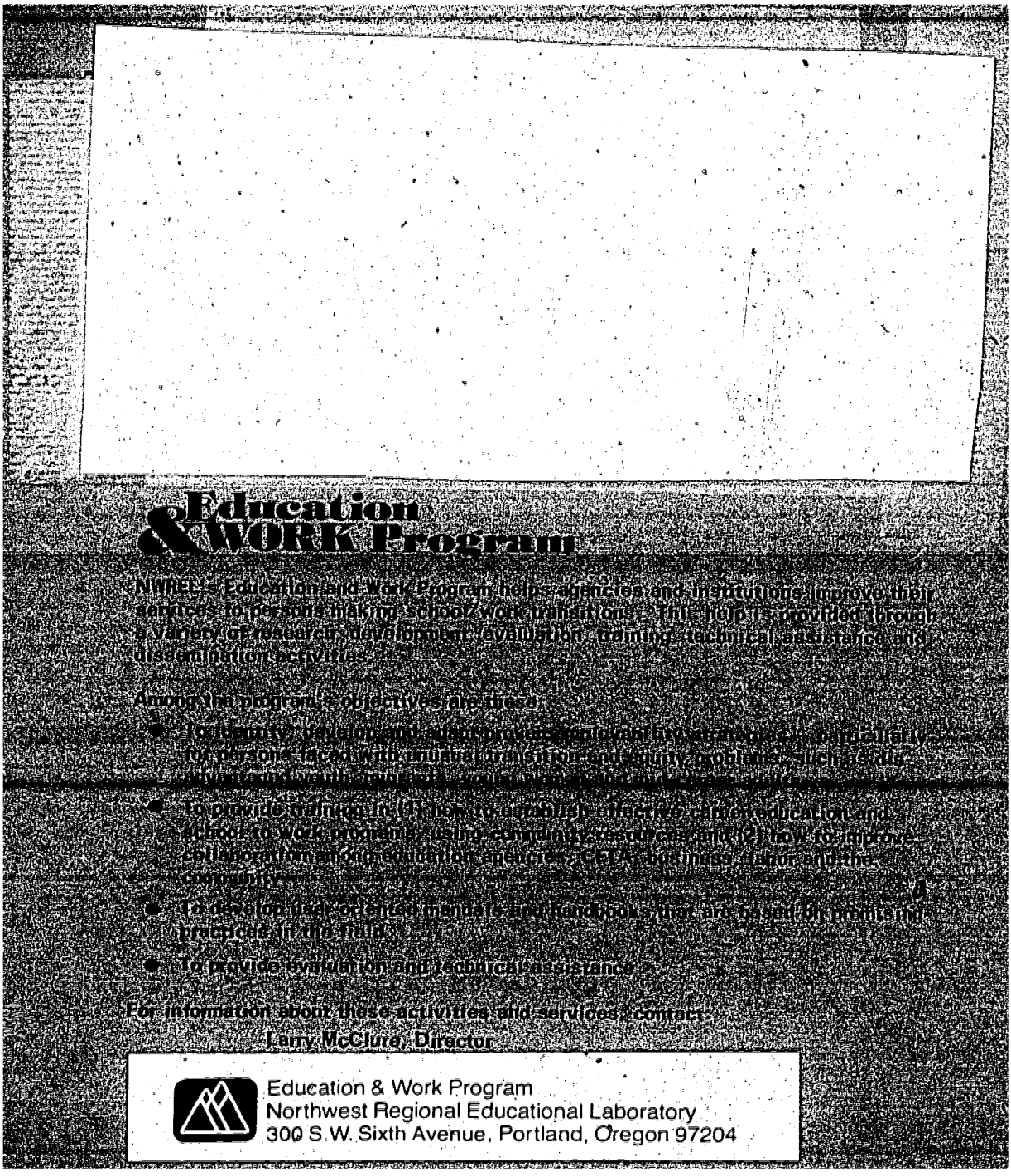

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- To provide evaluation and technical assistance.

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EVALUATION OF PROJECT SCHOOL TO WORK

A MONOGRAPH

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INTRODUCTION

This monograph is the result of work begun in June 1980 to determine whether a very unique and apparently quite successful approach to providing "transition services" through schools using CETA dollars was replicable in other school districts.

This approach was called "Project School to Work," and in its essence it involved funding a team of facilitators to assist a consortium of schools plan and implement career education programs that meet district needs. The unique thing about the approach was that it was funded through Title IV of CETA, which provides funding for various youth programs, including programs which serve inschool youth.

In order to determine the replicability of the project, three things needed a closer look: First, it was necessary to study what had taken place in participating school districts in order to develop a description of a project model. Next, it was necessary to determine whether the project had been successful in the eyes of those who had participated in Project School to Work. Finally, it was necessary to analyze the legislative climate for the replicability of the project. A very special set of circumstances made this project possible in the first place and it needed to be determined whether conditions resulting in these circumstances were likely to remain the same or to change.

This monograph presents our findings. The first chapter describes the School to Work model. Chapter Two presents results of the assessment of the model. The third and fourth chapters discuss different aspects of the climate for replicability of this project. Chapter Three concentrates on issues surrounding dissemination and validation of the project, while Chapter Four attempts an analysis of emerging policy trends and their implications for Project School to Work. A fifth chapter concludes the monograph with a summary of conclusions and recommendations.

The Appendices describe the assessment process and present tables of results. Validation application guidelines are included in this section.

Following the Appendices is an addendum which describes results of the Career Skills Assessment, a battery of tests administered to a sample of young people in districts participating in Project School to Work.

CHAPTER ONE

DESCRIPTION OF PROJECT SCHOOL TO WORK

SECTION I: CURRENT OPERATION

This section describes the operation of Project School to Work as of summer 1980, and is based on interviews with the project coordinators and funding agent (Washington Employment Security Department), as well as on printed sources they supplied.* This section is not intended to be an evaluation of the effect of the project, but is instead aimed at presenting its genesis and development. The primary purpose of this section is to assist the reader in understanding what Project School to Work is and how it works.

A. General Description and Administrative Structure

1. History

The area in which Project School to Work operates (see "Setting" below) has had a history of successful cooperation in operating work-related programs. In 1971 a vocational education cooperative was begun in Grays Harbor County; shortly thereafter a Tri-District Cooperative was formed in Pacific County. The need to add career education to already existing offerings led to the establishment of Project School to Work.

Project School to Work began in February 1979 in response to a request by the Aberdeen School District for assistance in infusing career education into the high school curriculum. Based on similar interests on the part of the districts which later became consortium members, project coordinators developed a proposal and secured funding from the Washington Department of Employment Security through the Balance of State CETA Prime Sponsor. The focus of the project was to assist the consortium with developing the capacity to integrate career education into regular school programming through the development of plans and timetables for infusion. Presently, the Project is supported with CETA Title IV (Youth Employment and Training Programs) funds.

2. Purpose

As indicated above the purpose of Project School to Work is to encourage local districts to develop the capacity to infuse career education into the regular curriculum.

*Sources used in preparing this report are listed at the end of each chapter.

In the first phase of the project, which lasted from startup (February 1979) to the end of the 1978-79 academic year, the immediate goal was to provide seniors with 30 hours of career guidance to better prepare them for the transition from school to work.

At the end of the 1978-79 academic year, a task force of consortium members was convened to help plan activities for the 1979-80 academic year. Goals were developed for program planning and support, and for delivery systems, as follows:

Program Planning and Support

- The individual boards of education will commit themselves to a local career education program.
- Program goals and objectives compatible with career education will be developed.
- A coordinating system will be established to assist in the planning and implementation of the consortium career education model.
- A budget program will be established for career education in each district.
- A career education staff development plan will be drafted and implemented including such techniques as orientation and training.
- Parents and students will participate in the career education process.
- Business, industry, labor, professions and service groups will participate in the district's career education program.

Delivery Systems (Instructional Services)

- Curriculum will be developed and implemented to achieve the student goals and objectives of the consortium career education program for the following target audiences: middle-school/junior high, senior high, special education, gifted education.
- Instructional resources that contribute to the achievement of student goals and objectives of the consortium career education program will be made available to teachers and students (for each of the above target audiences).

Delivery Systems (Guidance Services)

- A system for aiding students in career development will be drafted and implemented (for each of the above target audiences).

Delivery Systems (Community Resources)

Resources of the community, both human and material, will be used to expand the district's capacity for delivering career education to students.

3. Setting

Project School to Work operates in 11 school districts in Grays Harbor and Pacific Counties in an area southwest of Puget Sound extending to the Pacific Ocean. Raymond, South Bend and Willapa Valley are the participating districts from Pacific County, while districts from Grays Harbor County are Elma, Montesano, Aberdeen, Hoquiam, North Beach, Quinault, Ocosta and Wishkah Valley. The total 9-12 student population of these 11 districts is about 4,600.

Two communities have populations of 15,000-20,000; the remaining ones are primarily rural. The closest urban areas are a one and one-half to two hour drive.

The majority of the labor force works in forestry and commercial fishing, with agriculture, wholesaling and retailing, and other services also ranking as important job sources.

4. Staffing

Project School to Work is staffed by two full-time coordinators and one full-time secretary, who are housed in the school district's administration building in Aberdeen. The coordinators work together on nearly all facets of the project, including school staff training and orientation, career team meetings and public relations. This joint coordination provides considerable flexibility to handle diverse situations as they develop.

5. Structure

The structure of the project is a consortium of career teams (see "Career Teams" below) from the 11 participating districts. The Aberdeen School District, as fiscal agent, receives money and hires staff to work with the consortium and career teams.

Project coordinators work with career teams as a consortium (i.e., in workshops involving all 11 teams at once) as well as with individual career teams. Career team leaders also meet on a regular basis to share information and monitor progress.

The purpose of the consortium is to set goals related to career education on a consortium-wide basis, while the purpose of the career teams is to develop district-specific implementation plans.

The main components of Project School to Work that support the work of the consortium are the Career Team concept, the Community Resource System, the Washington Occupational Information Service (WOIS), and Staff Training. Each of these is described in greater detail below.

Career Teams

Through Project School to Work, each school district has established a career team to provide leadership to the career education infusion process in its district.

1. Formation

The superintendent of each district in the consortium was visited by the coordinators and asked to form a "career team" of administrators, counselors, teachers, parents and students who would act as the core group for that district's secondary level career education planning. In most districts this task was delegated either to the high school principal or vocational counselor. The superintendent gave approval on the team formed by his designee.

The coordinators brought the 11 career teams together as a consortium three times. The purpose of these meetings was (a) to define career education within the consortium, (b) to set goals and objectives, including an overarching consortium goal, and (c) to provide orientation to the Washington Occupational Information System (WOIS). During these sessions, the group concluded that career education planning must occur K-12, even though Project School to Work could only assist directly with secondary level activities.

Subsequently career teams met individually with the co-directors acting as process facilitators. Career teams met approximately once a month during the school year.

2. Coordination

Coordination of the career team efforts was accomplished during monthly meetings of the career team leaders with project coordinators. At these meetings each district's progress was reviewed and evaluated. As a result of these discussions the group established one consortium-wide goal--that all the districts would have a career education plan by May 30, 1980. (Seven of the 11 districts achieved this goal.)

3. Process

The organizational and planning processes utilized by the career teams were felt by the coordinators to be essential to the project. They are based on a group of assumptions project coordinators bring to the development of career education programs. These assumptions are listed below.

Career education development involving change requires the following:

- Valid data must be accumulated about the district(s), its staff, and needs of their students.
- Feelings of personal and professional commitment to change must underlie the use of data as a basis for planning to meet students' needs.
- People need the opportunity to learn new concepts and ideas which may be more effective for them and their students.
- There is no single best structure or framework for career education. Each district has to find its own unique career education program, by drawing on theories, existing programs showing success, and developmental techniques that are best for their district.
- Districts can develop atmospheres which encourage a greater sense of staff responsibility and task accomplishment.
- Extensive problem solving resources exist within every district and its community.

The method for setting and achieving project goals is called by the coordinators Action Research. Action Research is seen to consist of a <u>developmental process</u> and a <u>model</u>.

The developmental process is based on the assumption that an effort such as this one should not endorse any <u>one</u> kind of career education structure or framework. The project coordinators (Taylor and Richardson, 1980) have written that such an effort should "support the concept that the development of career education is a learning process that leads to more effective education for students." They list four considerations that this developmental process takes into account:

- Consideration of how people in participating districts function together
- Consideration of how people fulfill the district's expectations
- Consideration for the administration's management philosophy and its effect on how staff do jobs
- Consideration for the relationship between each district and the community environment in which it exists

In essence, this process involves the district in learning to select an appropriate approach to career education, to implement the approach utilizing local resources as appropriate, and to revise as needed.

The coordinators write that the developmental process uses "specialized skills and techniques to help people identify their own problems, to facilitate the gathering and utilization of their own data, and to assist them in creating their own solutions. This process helps the teams strengthen their abilities to use efficiently the skills and resources already available in their own district(s) and provides an internal mechanism which allows the program to be ongoing. The process helps the career teams diagnose their strengths and weaknesses and explore more creative ways to help students make the transition from school to work."

The second part of the Action Research technique is a four-phase model (these four phases will also serve as the structure for the part of this document that describes the project model):

Phase I Entry--Initial Startup

Phase II Data Gathering and Diagnosis

Phase III Planning and Implementation

Phase IV Planned Ongoing Process

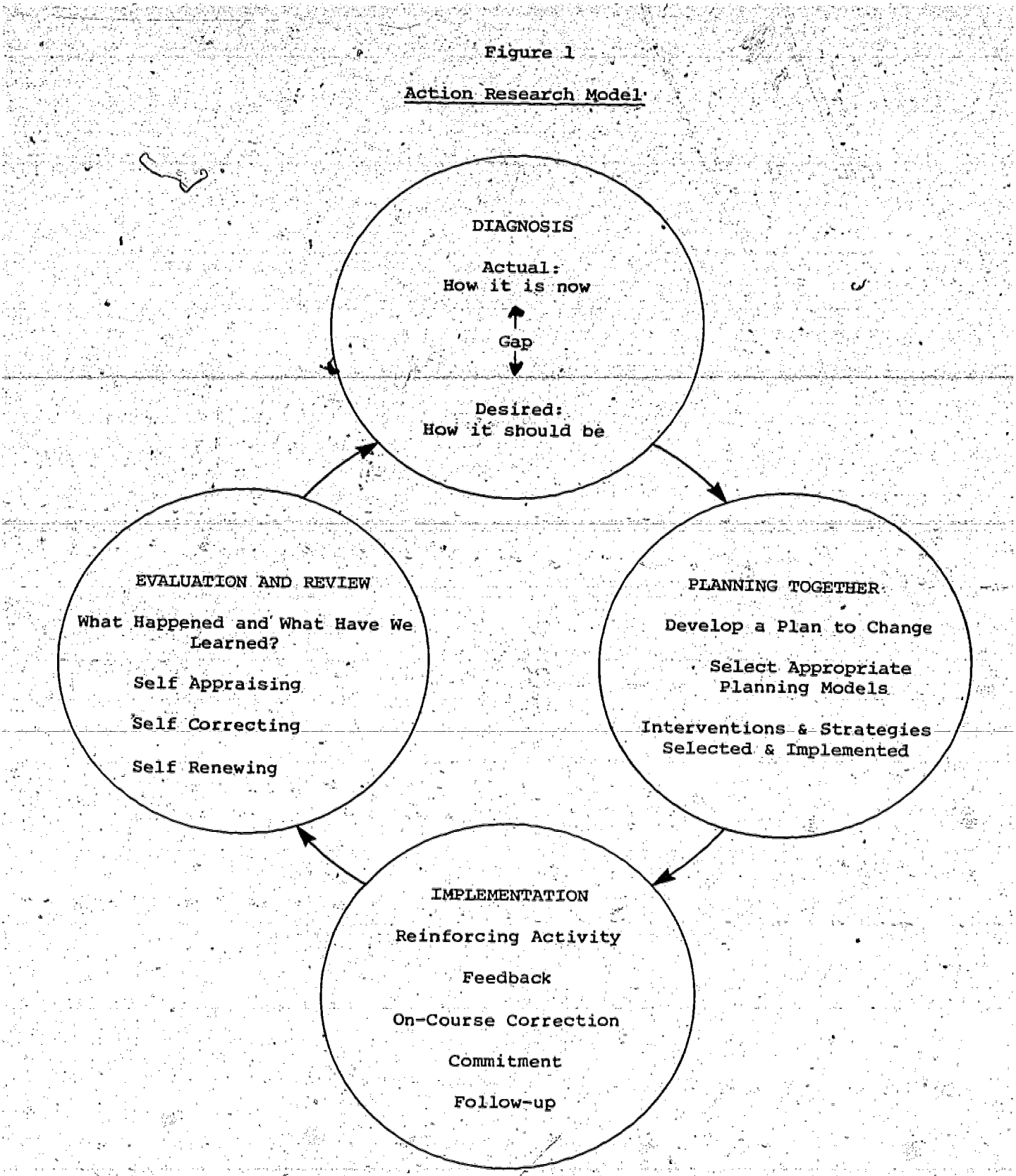
Within each phase can be found characteristic elements, roles played by the project coordinators and career teams, and strategies.

Generally the four phases of this model correspond well with the activities of the developmental process described above. Taken together, the process and model combine in Action Research, described (Taylor and Richardson, 1980) as "a set of activities on the part of the coordinators which help the districts to perceive, understand and act upon process events which occur in the district's environment."

The Action Research model is cyclical, with each phase involving a set of activities, as shown in Figure 1.

Figure 1

Action Research Model



Using the Action Research Model, career teams performed the career education planning for each district. The planning process, as reported by the coordinators, typically involved an assessment of local needs, setting of goals and objectives for the district, determination of the district's status vis-a-vis these goals and objectives, ascertaining the steps needed to reach the goals, providing local leadership in implementing the steps, and review and evaluation of progress. The role of the coordinators in this process was that of process facilitators; in addition, they provided a resource by developing and leading workshops geared to the needs of district teachers, as determined by the career team.

C. Staff Training

Staff training has been conducted by the project coordinators in a variety of ways. Sessions have been conducted on a one-to-one basis and in small and large groups and for lengths of time from a few hours to two or three days. Inservice training has been conducted for administrators and counselors as well as teachers.

The purpose of these various sessions has been to increase the school district staffs' confidence in skills and knowledge related to instruction in career education. In these sessions, emphasis is placed on use of readily available materials and resources in order to minimize expense, time and effort in the career education infusion process. Some of these sessions have served to introduce faculty to the progress their district's career team has made in career planning, thus providing school/staff ownership in the local career team process and in the career education plan that is its outcome.

Outside the structure of Project School to Work, the coordinators have taught a three-credit career education class through Central Washington University "offering strategies on how to infuse career education into existing classroom curriculum." This was a resource available to the consortium's teaching staffs, and it complemented the activities of Project School to Work.

Some districts have chosen to adopt career education programs approved by the Joint Dissemination Review Panel. In such cases, they receive developer-demonstrators of the adopted projects.

D. Community Resource System

Project School to Work identified community people from labor, industry, business and education who were willing to provide students with first-hand information/experiences about the world of work--via classroom presentations to recruit and orient these individuals and organizations to the project. They also conducted a group "thank you" activity at the end of the school year for the community Resource System participants.

The coordinators developed a procedure whereby teachers who desired to use community resource persons in their instruction contacted the Project School to Work office. The coordinators then made the arrangements and provided the teacher, students and community person with evaluation forms following the event.

An important aspect of the system was to keep records of each community contact in order to avoid overburdening individuals. This procedure was credited with maintaining enthusiasm among the community participants. These records also provided evaluative management information about the quality and quantity of the system's use.

E. Washington Occupational Information System (WOIS)

The WOIS is viewed by the project coordinators as a vital component of a comprehensive career education program. It provides students with state and local information on a variety of occupations; this information includes availability, tasks involved, type of work setting, and educational or training requirements for each occupation.

Project School to Work provided initial funding for all 11 districts to have access to both the needlesort and computerized options of WOIS; some districts share the system with another district rather than having their own. As the project proceeds, the districts will assume greater financial responsibility until they totally support the WOIS system maintenance. As part of the implementation of the system, the coordinators provided a staff orientation to secondary level teachers in all 11 districts.

F. Roles of the Coordinators

1. Process consultants/facilitators

The coordinators act in the role of process facilitators (or "process consultants" as they term it) for the career teams. Within the structure of the Action Research model, the coordinators guide the career teams through the process described under the Career Team component. The coordinators report that their role in this process takes on various aspects such as researcher, organizer, helper, presenter, facilitator, trainer, leader, mirrorer, evaluator, etc., and utilizes a number of "group process" strategies and techniques.

2. Project directors

The coordinators coordinate and manage the project. This entails responsibility for compliance with the CETA funding requirements as well as coordination with and reporting to the project monitor and contract officer in the Balance of State (BOS) office in Olympia. This role also necessitates doing the paperwork and reports required by the state from the Aberdeen School District as fiscal agent for the project. Finally, the coordinators are responsible for liaison with the respective administrations of the 11 districts of the consortium.

3. Staff development trainers

As described under Staff Training, the coordinators provide most of the staff development inservice relevant to the project through a variety of approaches.

4. Community Resource System managers

This role involves the recruitment, orientation, contacts and followup of the community resource system participants as well as the maintenance of contact records (see Community Resource System for a complete description of the system and its records).

SECTION II: MODEL DESCRIPTION

The purpose of this section is to describe the model for persons interested in implementing it in other locations. The focus is on the essential features of Project School to Work which would be desirable in order to attain outcomes similar to those which occurred in the Grays Harbor/Pacific County area. This discussion outlines the essential characteristics of the project, abstracted from the context and personalities of the development site.

A. Organization and Administration

1. Purpose

The purpose of the School to Work model is to demonstrate how a prime sponsor can collaborate with a consortium of school districts to assist them in planning and installing career education into their ongoing high school instructional programs.

2. Audience

The ultimate target audience, of course, is young persons who need to become familiar with options for work and with employer requirements which accompany career choices.

To meet such needs among youth, this project targets on local school districts, and especially on groups called career teams which have the responsibility of planning and assisting the implementation of career education in local districts.

In this model it is highly desirable for a consortium of school districts to exist. This structure offers several advantages:

- Sharing among districts enriches all districts.
- Resources are increased.
- Interdistrict support hastens positive change.

- Wider use of the community is possible.
- Cost-effectiveness is gained when staff is hired to serve more than one district.

3. Outcomes

The following outcomes are likely to result from implementation of this model:

- A consortium of career teams will identify career education goals.
- Career teams will develop implementation plans for the school districts they represent.
- School districts will receive training needed to implement career education.
- School districts will receive training in WOIS.
- A community resource system will be established.
- The consortium will become increasingly self-reliant in defining career education needs and securing resources necessary to meeting the needs.

4. Funding

Funding for the School to Work model could conceivably come from any source (for example, the career education budgets of participating districts). However, for the sake of presenting a model with a reasonable chance of feasibility and generalizability, we will assume the funding source to be a prime sponsor with money available for youth programs.

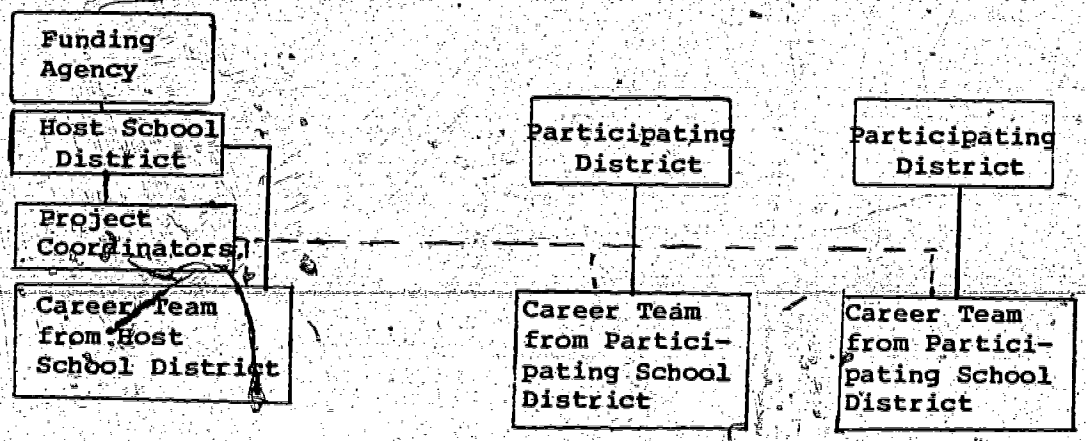
The prime sponsor contracts with a host school district using a financial agreement which allows funds to flow to the district in order to operate the program.

5. Administrative Structure

The diagram below (Figure 2) depicts the administrative structure for the School to Work model.

Figure 2

Administrative Structure for School to Work Model



Solid lines are lines of authority/accountability.
Dotted lines indicate cooperative relationships.

6. Staffing

The type of staff needed for operation of Project School to Work will primarily depend on the extent to which the project includes the adjunct components discussed in Section C below. Therefore, each staff role will be described separately. The number of staff required will depend both on the number of roles to be filled, the organizational structure selected and the number and size of districts to be served. The coordinators of Project School to Work recommend a ratio of one coordinator per 5-6 schools of the size of the ones served by the project. Furthermore, it is recommended that persons in a coordinating role be assigned full-time to that role, so that they can devote their entire effort to making the School to Work model function effectively.

a. Project Coordination and Management

The project coordinator will perform the functions of project management and staff supervision, and will provide fiscal accountability to the fiscal administrator or agency and CETA.

b. Community and District Staff Orientation

A staff person, usually the project director, will represent the project to community groups, parents and school staff. All of these groups will be called upon to participate in the process of developing and implementing a local career education plan. Their enthusiastic support and thorough understanding of the project are requisite to its success.

c. Process Consultants

The process consultant is the key role in Project School to Work. This role requires a great deal of flexibility and sensitivity in facilitating the career team's efforts to develop and implement a locally tailored career education plan.

d. Community Resource System Manager

The staff person in this role must combine organizational ability with a strong facility for meeting groups and individuals from widely different areas of interest and endeavor. This role requires that the staff member also understand and appreciate the needs of classroom teachers in a variety of subjects, and of school counselors, at both primary and secondary levels.

e. Staff Trainer

The staff trainer must be an experienced career educator with an understanding of alternative ways of delivering career education concepts and an ability to demonstrate the techniques teachers and counselors may use in integrating career education into their instruction. The staff trainer should be able to tailor instruction to the staff needs identified by the career team and the district.

Furthermore, the staff trainer should be experienced in providing inservice and should represent a resource normally unavailable to teachers. Thus, the staff trainer would probably be from an outside agency.

f. Secretarial or Clerical Support

All of the staff functions described above require clerical support. Clerical support functions include typing, telephone answering, photocopying and staff schedule maintenance.

B. School to Work Strategy Components

1. Consortium/Career Teams

The key concept in Project School to Work is local ownership of career education. To this end, the first major objective of the project is the formation of a "career team" within each participant district. The district superintendent (or perhaps, in a larger district, other district level administrators) approve the appointment of a cross-section of district personnel, including administrators, counselors and teachers plus parents and, perhaps, one or more students. This group should not have more than eight members and likely will not exceed five or six.

The career team is charged with planning and implementing a district career education plan. It is expected that the plan developed by this local group will reflect the needs and values of the local community and district staff. The plan will also take into consideration the resources available for implementation--e.g., money, staff time and expertise, materials, facilities, transportation, and community support.

Local support is generated and maintained by getting all career teams together and working with them as a consortium to define and set consortium goals for career education.

2. Process Consultants

In order to assist the career teams to participate effectively in the career education planning process, the Project School to Work staff serve in the role of "process consultants" or process facilitators. This implies that they simultaneously train the career team members in group process skills and team-building and in Action Research procedures to accomplish their tasks.

Group process skills include such things as listening techniques, conflict resolution, brainstorming and consensus decision-making. As a group learns these skills, it is able to devote itself more efficiently and effectively to task accomplishment.

As process consultants, the staff also assist the career team to engage in a strategy for accomplishing the goal of infusing career education into their district curricula. This process, in brief, involves assessing the district's needs in career education, determining its status vis-a-vis those needs, setting goals and objectives, determining the steps needed to meet those goals, and providing the leadership to implement those steps. At each point in the procedure, evaluation of the team's and the district's overall progress occurs and remedial actions are taken whenever necessary. This constant cycle of evaluation, action, evaluation is termed "Action Research."

One very important function that is performed by the process consultant is that of linkage and brokerage. Through wide familiarity with career education programs, resources and practitioners, the process consultant is able to put each district career team in touch with resources that can help it reach its stated goals.

As part of this function the process consultant is knowledgeable about the exemplary career education programs available through the National Diffusion Network (NDN) of the U.S. Department of Education. Funds for assisting users in adopting these programs are available. Usually the process consultant works closely with the State Facilitator, who can be an extremely helpful resource for the School to Work model. The State Facilitator can assist local districts with preparing grant applications to receive training in one of the NDN-supported programs.

In addition to this linking function, the process consultant typically works with career teams to develop agendas for their meetings, provides materials as needed, plans and provides guidance for consortium/career team events and activities, and in general offers support as required.

C. Adjunct Components of the School to Work Strategy

Two principal elements are important to the implementation of any instructional program: staff training and instructional resources. Since the School to Work model is a strategy whose goal is to assure the implementation of a career education curriculum, the staff training and instructional resource components must be assured. Therefore, these elements are necessary to the School to Work model, but may or may not be an actual part of the project in any particular district and may be considered as "adjunct" components within the model. For example, a district may already have means for providing career education inservice (staff training) or recruiting community representatives as classroom speakers (instructional resources). In such a case, the role of the project may be either to facilitate the strengthening of the elements or to supplement them directly. In other situations, it may be necessary for the project to act initially as the catalyst for implementation of the components with the objective of building the district's capacity to maintain them.

1. Instructional Staff Training

School staff training, usually through inservice workshops, is essential to the successful implementation and maintenance of any educational effort. Therefore, when career education staff development is needed, project staff will tailor inservice workshops or arrange other appropriate training to meet these needs.

In addition, project staff will be available to make faculty presentations concerning the project and to provide orientation to the work of the career team, thus building faculty support for and ownership of the project.

2. Instructional Resources

a. Washington Occupational Information System (WOIS)

Project School to Work has found the WOIS to be an important delivery mechanism in providing career information, especially to secondary level students. The system provides information concerning the availability of occupations by region, the tasks involved in the occupation and the education or training needed to enter the occupation. This information is useful to younger students who are merely exploring what jobs might fit their interests, as well as to students nearing graduation who can learn what steps they must take to obtain a desired job. WOIS is available in both a computerized and in a needlesort version. These options permit a district to purchase or share a system at a manageable cost.

b. Community Resource System (CRS)

Within a comprehensive career education program, it is vital to utilize the knowledge and expertise of community persons from business, labor, industry and community or educational agencies, to provide students with direct knowledge of their local community and the world of work. The Community Resource System recruits and orients community members who are willing to act as instructional resources by providing classroom talks, hosting field trips, or permitting job shadowing or exploration at their business or agency.

This system also serves as the "middle" or linking agent between the teacher or counselor and the community person. CRS staff help identify the particular resource that is needed and clarify the activities which will help attain the instructional objectives. Then the CRS staff make all arrangements, including the dates, times and places for the event.

Following the event utilizing the community, evaluation forms are filled out by resource persons(s), teachers and students. Their responses provide valuable feedback for continuing to improve each participant's role in the instruction as well as suggesting needed improvements in the resource system itself. Finally, the resource system staff maintain careful records of community use which can serve a number of purposes, e.g., preventing a few community resource persons being overburdened with requests and evaluating use of the community as it relates to the district's career education plan.

c. Curriculum Materials

Project School to Work staff assist the career team in finding appropriate career education curriculum materials or approved programs to adopt for their local needs.

D. Essential Elements of the School to Work Model

The following list of essential elements was developed from Project School to Work materials to help potential users see both the kinds of activities that take place and the sequence in which they most probably will occur. The list is built around the four phases of the School to Work model as developed by the Project School to Work coordinators.

Project School to Work

Key Implementation Phases

Phase I - Entry and Initial Startup

1. Select project coordinator(s).
2. Determine potential consortium membership.
3. Establish contact with principals, superintendents.
4. Establish career teams and conduct regular meetings.
5. Conduct workship orienting teachers in participating districts to state occupational information system.

Phase II - Data Gathering and Diagnosis

6. Conduct workshop for career teams to establish definition of career education.
7. Conduct workshop for sonsortium to establish goals and objectives for career education.
8. Conduct workshops for career teams to clarify roles and responsibilities and to establish district needs.
9. Establish task force of career team leaders; conduct regular meetings.
10. Conduct workshop for task force to develop action plan for upcoming year.

Phase III - Planning and Implementation

11. Develop community resource bank for use by consortium members.
12. Inform community of project and help community members explore potential ways of being involved.
13. Conduct workshops for district career teams to help them develop implementation plans.
14. Conduct workshop on occupational information system.
15. Implement community resource system.

Phase IV - Planning Ongoing Career Education Program/Process

16. Continue monthly meetings with career teams and team leaders to facilitate development and carrying out of implementation plans.
17. Conduct activities as appropriate in accordance with district plan:
    - o train teachers
    - o provide assistance to districts
18. Conduct ongoing evaluation in each district, and through meetings with team leaders.
19. Decide to recycle, modify or terminate within each participating district.
20. Modify consortium membership as appropriate.

E. Summary

The School to Work model is one way that the CETA system can collaborate with local school districts to improve career education for young people. Using process-oriented approaches, local districts work as a consortium to set goals and develop implementation plans to meet the goals. Project coordinators work with the consortium as a whole and with local districts to increase their awareness of what career education is and what their options are for making career education part of the learning of every young person.

SOURCES

Career Education/Project School to Work, brochure, no date.

Memorandum: "Background Information on the 'Project School to Work'," May 12, 1980.

1979-1980 Plan of Action, "Career Education Consortium/Project School to Work," prepared by Mike Taylor and Carol Richardson, July 1979.

"Project School to Work," Evaluation Report, no date.

"Project School to Work," a report on the School Year 1979-80, submitted by Mike Taylor, Carol Richardson, Project Coordinators, June 1980.

Project School to Work, proposal to Washington Department of Employment Security.

CHAPTER TWO

ASSESSMENT OF THE MODEL

SECTION I: OVERVIEW OF THE CHAPTER

This chapter will present the findings of the Project School to Work evaluation study conducted by staff of the Education and Work Program, Northwest Regional Educational Laboratory (NWREL). The study was conducted in the 11 districts of the Career Education consortium in which School to Work was developed and is currently implemented. The overall purpose of the study was to determine the feasibility of disseminating the School to Work model to other areas of Washington. A description of the evaluation design, data collection strategies and instrumentation can be found in Appendix A.

The findings will be described and discussed in Section II under headings denoting the major components and characteristics of the project model. The third section will contain the study conclusions organized by the evaluation questions. Section IV will include recommendations for disseminating the project to other school districts within Washington.

SECTION II: RESULTS

A. Career Team

Overall, the survey respondents* most strongly agreed with the statements that the school and district administrator support the Career Team (CT) and that its members formed a representative group. Respondents were least positive about the consistency with which the CT informed district staff about their progress. As Table B-2 indicates, the CT member respondents consistently responded somewhat more positively to the statements than did the non-CT members. The discrepancy of ratings was statistically significant ($p < .01$) in terms of whether the CT had accurately identified the district's career education and staff training needs. It is also interesting to note that, with the exception of one district (Table B-1), respondents all perceived people in the community and in business as being more supportive than parents.

Several comments were written to elaborate on the rating items. Some of these comments reveal a need for greater communication between the CT and other staff as well as parents and the wider community. The picture which emerges from the survey is that the CTs are functioning and that their principal task for the immediate future is to publicize their goals and activities.

*Survey data tables are located in Appendix B.

The interviews also indicate that it is important for the CT to communicate with school staff and administrators who are not directly involved, as well as with parents, about the district's career education plans and programs. In addition, the interviews indicated CT member selection was important. The most obvious characteristic of successful CTs is that the membership is reasonably stable, indicating a high degree of commitment. Another point made by interviewees was the vital role played by the CT leader or chairperson. They felt this person must be both dedicated and enthusiastic for the task. In rating the need for training of CT members, survey respondents felt the training of CT leaders to be the second most important factor supportive of the career education program in their district. They also saw the training of team members as fairly important.

Conclusion: The CT concept appears to be supported by both CT members and nonmembers in the School to Work districts. This support would probably be enhanced by consistent communication from the CT with the non-CT staff, administrators and parents. Career Team members and CT leaders must be willing to commit themselves to the considerable time and effort involved in planning for the implementation of a district career education program.

B. Career Education Infusion

Both the survey and interviews revealed that the concept of career education infusion* is generally embraced as a goal, especially by those most involved in the CTs. It is also obvious from the ratings and comments that infusion is a process occurring over time and that none of the districts have "arrived." In some cases, districts have inaugurated career education courses. In others, certain academic or vocational education courses have been designated for a heavy career education slant to the curriculum. Generally, in the districts which have been most successful in attaining the infusion goal, the entire staff has received inservice training in a program for implementing career education in various subject areas.

In responding to the survey statements about the implementation of career education (in general), the CT member and non-CT member respondents were widely separated ($p < .05$) in their opinions of the extent to which the program had been "integrated" into the academic curriculum and the success of the overall district implementation. A similarly large mean difference (not statistically significant) occurred when respondents were asked about the adequacy of the

*As Ken Hoyt has noted in "A Primer for Career Education," infusion is a recommended means of integrating career education concepts into the curriculum.

> Most career education advocates have recommended that the skills, knowledges, and attitudes students receive as a result of the career education effort should not be packaged in a formal career education "course" or series of courses. Instead, the common recommendation is that they be "infused," "threaded," or "woven" into the content of existing courses in the curriculum. (p. 12)

implementation training that staff had received. Looking at the mean ratings across the districts shows that there are pronounced differences among the districts in the perceived attainment of their career education implementation goals.

Conclusion: The implementation of career education programs is occurring in most of the consortium districts. The goal of "infusion" is embraced but has not yet been achieved in the majority of districts.

C. Washington Occupational Information System (WOIS)

Survey respondents found the WOIS to be the most important or valuable support (of those listed) for their career education program. For the two statements that were rated, the overall ratings were fairly high; however, the breakdown by CT members and non-CT members indicates that there were substantial and statistically significant ($p < .05$ and $p < .01$) differences of opinion between the two groups. It is evident that CT members were more confident than non-CT members that staff have been trained and that students are encouraged to use the WOIS.

Comments by survey respondents were generally positive regarding the WOIS and its value to their district. The decision to use the WOIS primarily at the twelfth grade level, however, suggested that the concept of career education might not have been fully appreciated by the district.

Conclusion: The WOIS is considered to be of central importance to the implementation of career education in the School to Work districts. Those persons who are most active in the implementation process appear to be the most confident that staff are trained and that all students are encouraged to use it. The extent of WOIS use may be indicative of the pervasiveness of career education implementation in the district.

D. Community Resource System (CRS)

Ratings of the statements concerning the use of the CRS and its value to the implementation of career education were among the lowest. Consequently, a few comments were made which appeared to indicate little enthusiasm on the part of respondents. Two staff members were personally pleased with the service. This general lack of enthusiasm was also reflected in the onsite interviews. Complaints could generally be categorized as (a) "most resource people are not in our local community" and (b) "we'd rather have direct contact with our local community people."

Conclusion: The CRS, while having some definite success, is not perceived generally as vital to the implementation of career education. This appears to be due to the fact that it is the one component of School to Work which is external to the individual districts.

E. Staff Training

Seven survey respondents rated the importance or value of inservice workshops for all high school faculty as a "1" or "2," that is, of lowest value to career education implementation. However, 83 percent of those who responded to the item rated it a "4" or "5," the highest end of the scale. In addition, at least two persons in each of five districts (of the seven districts surveyed) mentioned the importance of total staff inservice training. In some cases the respondent had experienced such staff inservice and in other cases it was perceived as potentially desirable.

In addition, some of the onsite interviewees also commented that training for the entire staff appeared desirable.

Conclusion: Total staff inservice training in the concepts and techniques of career education appears highly desirable. The need for communication with total staff concerning the district's career education program has already been noted. Staff inservice workshops would appear to be a means of insuring such communication.

F. Project School to Work Staff Roles

With only a few exceptions the survey and interview respondents generally felt that the functions performed by the School to Work project staff were both important and effectively accomplished. The roles that were most visible to the CT members were those which were seen as the most effective. These roles included: facilitation of the CTs' planning; training of the CT leaders; teaching the consortium training sessions; and acting as resource linkers. As noted previously, the one role which was viewed as least necessary was the staff's management of the CRS.

For most districts, the project staff also performed the role of project interpreter to the school board and administration. The CT usually assumed the task of relating the district's career education plans to the total staff, parents and community (with the exception of the CRS contacts and publicity handled by project staff). Two respondents from one district suggested that the overall strategy might be modified so that project staff were responsible for orienting and training all administrators, both at the district and building levels, in order to insure their support. The previously described need for total staff inservice could also be considered as an additional role to be performed by project staff.

A number of comments indicated that the facilitative role of the Project School to Work staff was especially important. It was emphasized by several respondents that such a role required a flexible, nondirective approach. Some persons also noted that the role required continuous enthusiasm and energy.

Conclusion: With the possible exception of the management of the CRS, the roles performed by the project staff are both effectively done and important to the School to Work process. Additional roles which could be considered are career education inservice staff trainers and interpreters of the project to all district and school administrators.

G. Consortium of Districts

Respondents were nearly unanimous in their enthusiasm for the consortium concept. Reasons given in favor of the consortium were the sharing of ideas and resources as well as costs. When asked if they were aware of disadvantages, a few respondents noted that travel by the farthest districts was a problem. At least two respondents also commented on the tension sometimes created by the diverse needs of districts of different size.

Conclusion: A consortium of districts for the sharing of costs, resources and ideas is a positive attribute of the School to Work model.

SECTION III: OVERALL CONCLUSIONS

A. Does the Project School to Work model accomplish its intended outcomes?

Yes. Nine (out of 11) of the districts of the School to Work consortium have developed plans for the implementation of career education. Seven districts have already trained staff in career education concepts and techniques and have in fact begun implementation of their district's program. Although most districts have embraced the concept of career education infusion, only one district has been able to fully implement an infusion program. Three others have begun the process of implementing this type of program. The remaining districts have begun implementation of other kinds of career education programs.

Two districts were moving discernibly slower than the others and two were essentially not participating at the time of the survey. The reason for this seems to be that local factors influence both the ultimate outcomes and the speed with which they are attained.

B. Is Project School to Work disseminable to other districts in Washington?

Yes. With only one exception, survey and interview respondents acquainted with the project felt that the model could and should be tried in other areas of Washington.

C. What criteria should determine whether the project is adopted?

According to the findings of this survey, an adopting district must:

- Desire a career education curriculum.
- Support the effort with released staff time, inservice training and other available resources.
- Give official support to the project, i.e., school board endorsement.
- Give official support to the project with administrative encouragement and involvement of key administrators on the CT.
- Be willing to share costs as well as encourage staff to share ideas and knowledge with other participating districts.

D. What modifications should be made to the School to Work model in order to improve its disseminability?

1. Staff Orientation and Training. It is important to secure the cooperation of school staff in the development and implementation of career education plans. Total staff inservice would appear to be an obvious means of accomplishing this goal. It is suggested there be approximately three workshops during the first two years of project participation. The initial session could be used to help identify interested staff for selection to the CT.

2. Administrator Orientation. Many project participants commented on the necessity for having administrative support and encourgement of teachers. Such support is vital for teachers to commit themselves to a career education program, especially an infusion process, where all teachers of all subjects are involved. Thus, the model strategy should include one or more workshops designed for administrative personnel to become oriented to career education concepts and to "buy into" the project. Such workshops should occur as part of the "entry" strategy.

3. CRS Developed as Needed. The lack of general enthusiasm for the CRS does not necessarily negate its importance to the implementation of a career education curriculum. The picture which emerges is that (a) it is external to the districts and the CTs and (b) staff use it less in districts where career education infusion is not achieved or extensively embraced. Therefore, the recommendation is to provide the service as it is needed; that is, develop the CRS later in the model strategy and in response to perceived district need.

SOURCES

Hoyt, Kenneth B. "A Primer for Career Education." Monographs on Career Education, U.S. Department of Education. (no date).

CHAPTER THREE

DISSEMINATION/VALIDATION ISSUES

SECTION I: OVERVIEW OF THE CHAPTER

This section of the report (1) describes the issue of potential state and national validation of Project School to Work, (2) reports on the steps taken in investigating the issue of validation, (3) outlines some considerations in planning a 1981-82 evaluation designed to meet validation requirements and (4) presents recommendations.

SECTION II: THE ISSUE

As part of the planning for the future of Project School to Work, it is important at this stage to address the issue of dissemination and validation of the project at the state and/or national level. As stated in the Washington State Validation Manual, validation serves a dual function.

> First, it provides a systematic procedure by which the educational value and effectiveness of products and practices are reviewed and assessed. Second, it enables the creation of a bank of promising educational practices. Once programs and products have been reviewed and verified as successful, cost-effective and exportable, they could be entered into this bank. The bank will allow the development of a retrieval system, so that, instead of incurring the expenses of "reinventing the wheel" at each setting, school districts can adapt or adopt exemplary programs which appear to be compatible with locally identified needs. (p. 1)

Two major advantages of seeking validation are that it would make Project School to Work known and available to other school districts in Washington state (or the nation) and secondly, it would provide recognition of a quality project. Several disadvantages in seeking validation are that it incurs some additional evaluation expenses and that it might burden the project coordinators with numerous requests for information and technical assistance, thus taking time away from their management of the project.

The Washington state validation process consists of the following five steps: (1) application, (2) review by the Office of Superintendent of Public Instruction, (3) project review and site visit by a three person team, (4) validation report and (5) entry of validated projects into the bank of promising educational practices. A copy of the application guidelines is contained as Appendix C to this report.

National (JDRP) Validation

The purpose of seeking national Joint Dissemination Review Panel (JDRP) validation is that approved programs become eligible for national dissemination. As a federally funded project, School to Work, if approved, could be disseminated outside of Washington. Such dissemination could provide the DOL justification for such use of funds. In addition, the project developers would be eligible for National Diffusion Network (NDN) recognition and, potentially, dissemination funding through the Developer-Disseminator grants.

The disadvantages to submitting a national validation request are much the same as for state validation but the problems are generally greater. There is likely to be more expense to the evaluation and the submission process. The requirements are fairly rigorous and additional long-distance communications are necessary. Once approved, the project would be advertised in the nationally disseminated Educational Programs That Work which would likely generate numerous requests for information and technical assistance.

The JDRP total submission must be no longer than ten pages. The JDRP meets periodically to review the written evidence of effectiveness submitted. However, it does not include site visits as part of its review process. A copy of the JDRP application guidelines is contained in Appendix D to this report.

SECTION III: FURTHER INQUIRIES

Since our meeting in May with the project coordinators and Washington CETA monitors, Dr. Tom Owens has undertaken various steps to gather information regarding state and national validation. Dr. Owens spoke with Dr. Richard Boyd, Director of the Grants Management Section of the Office of the Superintendent of Public Instruction in Washington. Dr. Boyd provided a description of the validation process and confirmed that projects other than those with a direct student outcome focus would be considered. He also expressed willingness to critique a preliminary evaluation design prior to its being implemented to determine if the design seems adequate for providing validation evidence. Dr. Boyd also sent us a copy of the Washington State Validation Manual.

In a telephone call to Mike Taylor, we requested and received a copy of the project coordinators' Career Education teacher assessment instrument and pre- and posttest scores. The instrument assesses specific knowledge about career education. Pre-post scores indicate the instrument is not sensitive to change resulting from participation in teacher training. If we are to use as key evidence Project School to Work's effect upon teachers, it is likely that new instruments will be needed to assess change in teacher knowledge, attitudes and classroom practices.

Dr. Owens reviewed the JDRP requirements and the NDN publication Educational Programs that Work which contains a description of JDRP approved projects. Contact was made with Dr. McCann of Research for Better Schools (RBS) regarding a JDRP approved project called Project

Management which RBS had submitted and which was approved. We focused on this project as an example of evaluation evidence approved by JDRP which did not involve student outcomes. Dr. McCann sent us a copy of the evaluation report of this project so we could see the approach used.

A final step taken was to review the current and prior year evaluation data available from Project School to Work to determine its potential use in a validation submission. Although the student Career Skills Assessment data do not seem strong enough for validation support, the questionnaire and case study interview data appear relevant.

SECTION IV: PLANNING CONSIDERATIONS

The steps identified above suggest some strategies that would be important to build into the 1981-82 evaluation design in order to provide information needed for validation submission. These are described below.

- The 1981-82 evaluation ought to occur in both the Aberdeen consortium where the project has become stabilized and in a new location where the project would be tried out for the first time. The second location would help establish the transportability of the concept and its operation and would also be a better test of its operational costs for an ongoing program.

- The effects of the program on improving teachers' understanding, attitudes and classroom practices related to career education will need to be effectively assessed. Since a control group is not possible in the Aberdeen consortium, a regression analysis model could be used that would assess the correlation between involvement with the Project of individual teachers and their change in knowledge, attitudes and classroom practices related to career education. At the new site, a comparison group of teachers from schools or districts not participating in the project may be possible.

- A clear description of three or four measurable project objectives will need to be developed so that specific evidence can be gathered to assess their accomplishment.

- Close cooperation in preparing the validation application will have to occur between the project directors, school districts and the evaluator. There are specific sections of the application that could best be completed by each of these three participants.

- The cost of the 1981-82 evaluation would probably be about 10-20 percent higher than this year in order to cover two separate locations. Likewise, the design should be prepared so as to directly address the areas to be covered in the state or national validation application. If JDRP validation is sought, additional funds should be budgeted to send at least one of the two project coordinators and the evaluator back to Washington, D.C. to participate in the JDRP review hearing.

SECTION V: RECOMMENDATIONS

Washington State Validation

Based on the information presented above, we recommend that a decision be made to pursue state validation in 1981-82. This would increase the visibility of Project School to Work within the education and CETA community in Washington and encourage other districts and prime sponsors to adopt or adapt the concept. It would also test the extra dissemination coverage provided by state validation. The site visit process of the state validation team would also be likely to create additional visibility for the project and lead to its validation.

National (JDRP) Validation

If the 1981-82 evaluation data are strong and lead to state validation, we recommend that the decision be made then about applying for JDRP submission during the following year. In general, we feel that the JDRP approval would be more difficult and more expensive to obtain than state validation for a project such as this one that is not focused directly on student outcomes.

CHAPTER FOUR

REVIEW OF LEGISLATIVE CONTEXT

SECTION I: OVERVIEW OF THIS CHAPTER

This chapter is intended to provide an analysis of the state and national legislative climate in order to assess whether it is favorable or not to wider implementation of Project School to Work.

Plans for this chapter have undergone substantial modifications over the past year. Originally it was thought that recommendations for legislative change ought to be the focus for the chapter. Subsequent developments convinced NWREL staff and Employment Security Department project monitors that the chapter should concentrate on the "CETA/Education Initiatives." That project did not, finally, receive funding. In a time of legislative turmoil, change in administration and reevaluation of priorities, it is all but impossible to predict what the emerging legislative context will be.

What can be done, however, is to identify some broad areas in which economic and legislative decisions will be made over the next year or so. Within each area, an estimate of the relevance of Project School to Work can be attempted. The broad areas which will be covered below are: Career and Vocational Education; CETA Reauthorization; Private Sector Involvement; Block Granting. Obviously, volumes could be written on each of these topics, and the analysis below makes no pretension to depth or comprehensiveness. What we do hope the analysis accomplishes, however, is to show where Project School to Work is compatible with legislative trends (to the extent that those trends can be accurately predicted and described) and where it may not be compatible.

SECTION II: CAREER AND VOCATIONAL EDUCATION

The Vocational Education Act (VEA) is scheduled for reauthorization in 1982 (as is CETA; see the next section for discussion of CETA reauthorization). Funding for Career Education, on the other hand, is likely to be consolidated along with funds for other education programs, and made available to states in the form of block grants. States would then individually determine how much money should be spent on career education. It is possible, however, that Congress will appropriate some dollars to fund the Career Education Incentive Act, which is designed to encourage and promote local career education programs and activities. To receive funds under the Incentive Act, states must appoint a career education coordinator and submit a career education five-year plan.

Since it has operated, Project School to Work has coordinated effectively with the Career Education Coordinator in Washington. The coordinators have also worked closely with the Washington State Facilitator in order to arrange training in nationally validated career education programs. Washington, as a state, is also a leader in career education, with a nationally recognized model operating in Cashmere; the Cashmere model has been adopted in other Washington school districts as well.

Should separate funding for career education be ended, and funds come to Washington only in the form of a block grant, the state will need to decide how much to spend on career education. At this time, it would be pointless even to speculate on this, since neither the block grant itself nor the process to be used in allocating it has been decided. What does remain true is that there is a strong network of career educators in Washington of which the coordinators are a part. To the extent that the concept of career education is supported in the State of Washington, Project School to Work seems to be an effective means of involving school districts with career education.

Project School to Work has had less direct involvement with vocational education in Washington than with career education. However, one reason frequently cited for the success of Project School to Work is the existence of strong vocational education programs both in Aberdeen and in the tri-district area (Raymond, South Bend, Willapa Valley). The kinds of services and benefits received by young persons in districts where School to Work is operating seem to be compatible with those offered in high school vocational education programs.*

There is some likelihood that the reauthorization of the Vocational Education Act will be linked in some way to the reauthorization of CETA, since both are scheduled for 1982. It is clearly far too early to guess what this linkage might imply for Project School to Work.

With respect to career and vocational education, the following statements about Project School to Work seem justified in light of the current legislative climate:

- Project School to Work is an effective way of helping schools become involved with career education; Project staff have demonstrated their ability to work cooperatively with other career educators in the state.

*The design of this study did not include analysis of vocational education programs available in school districts participating in Project School to Work.

- The Project School to Work model can function as an effective delivery agent for career education as long as funds are available to assist local districts with the costs of implementing a career education project. At present, available sources of funds include local revenues, state dollars (through the Career Education Incentive Act) and federal money (through the National Diffusion Network). A block grant system replacing some or all of these sources of funds would be equally effective if there were strong state support for career education.

- Project School to Work can complement the goals of vocational education programs.

SECTION III: CETA REAUTHORIZATION

Three key questions related to CETA reauthorization have important implications for Project School to Work. The first question is whether there will continue to be separate programs for youth. The second is the extent to which CETA/school collaboration will continue to be emphasized and the third is the extent to which, if there are youth programs, the emphasis on employability skills development will be retained.

With respect to the first question, it is again too early to tell, but the terms of the debate are clear. On the one hand there are those who would like to consolidate all CETA programs and rely on local determination of the audiences to be served. On the other, there are many, especially in the Congress, who see the value of separate programs for youth. Under the previous administration the trend was clear: not only were youth programs to be maintained separately, there was also to be a new "act" to expand the programs--the Youth Act of 1980. The Youth Act was to provide for continuous services to young people--notably expanding services available to 14 and 15 year olds.

While the policy of the Carter Administration was clear with regard to youth, it is certain that the Reagan Administration will wish to formulate its own policy regarding how best to combat youth unemployment.

Project School to Work would most likely face more difficulties receiving funding under a block grant system than it would under a program with a separate youth title. This is because youth needs may get overlooked in the block grant prioritizing process, especially in times of high joblessness. Under a separate youth title, funding for Project School to Work would be much easier to justify.

The second important question which will be treated in the CETA reauthorization is whether CETA/school collaboration will be mandated. A key feature of the Youth Employment Demonstration Projects Act (YEDPA), the requirement for prime sponsors to spend 22 percent of their Title IV dollars pursuant to agreements with local school districts, has received mixed evaluations. On the one hand, it has not accomplished at a single

stroke full coordination of services to youth across the country. On the other hand, it has proven a feasible way to stimulate collaboration where none has existed before and to provide helpful services to kids.

Under the outgoing administration, increased collaboration seemed to be the trend, especially increased involvement of vocational education. Whether the new administration will continue the trend is uncertain; certainly the efficiency achieved by coordinating services seems in tune with the philosophical temper of this administration.

Project School to Work is highly compatible with the goal of increasing CETA/school collaboration. Funded by CETA, it operates within school districts in pursuit of goals felt to be important both by schools and the CETA system. Should CETA-Education collaboration not be a focus of a new employment policy, the relevance of Project School to Work would come into grave question.

The third and final question impinging on Project School to Work is the question of the extent to which employability skills development will be emphasized. Again the trend has been clear--as the problem of youth unemployment has become clarified and better understood, there has been a growing recognition that the solution to the problem is not merely giving a person a job. A far better solution is to provide the person with the skills and knowledge that will allow him or her to compete effectively in the job market. Hence, there has been a growing emphasis on employability skills development.

Project School to Work is also highly compatible with this notion. Career education has long been concerned with helping young persons "acquire and utilize the knowledge, skills and attitudes necessary for each to make work a meaningful, productive and satisfying part of his or her way of living." (Hoyt, no date) By providing schools access to the Washington Occupational Information System (WOIS), and by providing staff training to assist teachers with infusing career education in the classroom, Project School to Work strongly stresses the skills needed for employability.

In the event that employability ceases to be a goal of a policy to combat youth unemployment, the present stress on career education may have limited relevance.

SECTION IV. PRIVATE SECTOR INVOLVEMENT

The issue of private sector involvement has implications for the aspects of Project School to Work that are concerned with community involvement.

It is reasonable to suggest that the private sector will play an increasingly important role in efforts to combat not only youth unemployment, but unemployment problems in general. How this involvement is to take place still needs to be decided, but Project School to Work can facilitate the process of private sector involvement in at least two important ways.

First, the process of forming a career team in school districts, and engaging that team in systematic problemsolving related to school needs, is highly adaptable to the private sector. Indeed, there were private sector representatives on some school teams. Processes used in Project School to Work could easily be adapted for use with a representative community group in areas such as:

- Determining important employability competencies
- Determining acceptable levels of performance in job-related skills
- Setting goals related to career education and employability skills development
- Planning private sector involvement in work experience programs
- Assisting with ways to link basic skills with career skills

Second, Project School to Work established a career resource system in which community members in business, industry and labor were made available to schools. This process could be expanded to allow for many different kinds of private sector participation, including:

- Private sector certification of student competencies
- Expanded private sector participation in instructional roles
- Making private sector positions available to teachers on a temporary basis

SECTION V: BLOCK GRANTING

There are so many uncertainties associated with the concept of block granting that any statements about it must be purely speculative at this point. However, the same processes that Project School to Work employed in forming career teams would have great promise for helping local communities examine priorities and select and implement solutions in the area of employability needs.

SECTION VI: SUMMARY

While Project School to Work was one of a number of innovative strategies that were developed under the Youth Employment Demonstration Projects Act, its future does not appear unavoidably tied to that legislation. At the same time, however, it is far more likely to be perceived as feasible in a context that includes these factors:

- Priority emphasis on services for youth
- Mandates or incentives for collaboration among youth-serving agencies and institutions
- Focus on comprehensive, employability skills development for youth

Regardless of legislative specifics, Project School to Work may be expected to succeed within any policy that places importance on factors like those listed above.

There is some hope that the current administration and Congress will formulate a policy on youth employment that includes these factors. It is also possible that states will play a much greater role in dictating youth employment policy. Regardless of who is actually involved in policy determination, it is the philosophical orientation of the policy that will decide the relevance of Project School to Work.

Among forseeable trends, Project School to Work has demonstrable applicability to vocational education and to private sector involvement. As a process, it may be helpful in assisting local areas deal with priority-setting and program selection within a block grant context.

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CHAPTER FIVE

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

SECTION I: CONCLUSIONS

A. Project School to Work does accomplish its intended outcomes.

B. The project is disseminable to other Washington districts.

C. Districts desiring to adopt the Project School to Work model should:

- o Desire a career education curriculum
- o Be willing to support the effort through administrative commitment and with such resources as released time for participating staff
- o Be willing to share costs
- o Be willing to enter a consortium arrangement with other districts

SECTION II: RECOMMENDATIONS

A. Staff inservice workshops should be pursued as a means of securing cooperation in the development and implementation of career education plans.

B. Orientation workshops for administrators should be developed which would build administrator understanding and commitment to career education concepts.

C. The Community Resource System should be developed in response to perceived district needs.

D. State validation for Project School to Work should be pursued in 1981-82.

E. Project School to Work should consider whether and how the model needs to be adapted to accommodate increased involvement with the private sector and closer relationships with vocational education.

APPENDIX A

TECHNIQUES USED IN THE PROJECT SCHOOL TO WORK MODEL ASSESSMENT

Introduction

There were three principal strategies used in the project assessment. These strategies were (1) interviews with the project coordinators, (2) onsite interviews in two districts and (3) questionnaire survey of the remaining consortium districts. Each strategy was used to confirm the findings from the other two and the results were integrated for the report (Chapter Two). The following sections will provide a brief description of each data collection strategy and the analysis of the data.

Interviews With Project Coordinators

NWREL staff conducted four in-person interviews with the project coordinators plus brief telephone conversations. During these discussions information was solicited on the description of the model and on the interpretation and confirmation of the preliminary findings from the onsite interviews and the surveys. Thus, the process may be seen as somewhat iterative--discussion with the project coordinators preceded and followed each step in the assessment.

Onsite Interviews

Two districts were selected based on two primary criteria: that they were at different levels of career education implementation and that they were different sized districts. Two NWREL staff spent two days in each site interviewing district personnel, staff, students and parents. (See Table A-1 for a complete listing of persons interviewed--Districts 10 and 11.) These interviews were conducted from interview schedules (Attachment 1) that were based on the approved model description. The draft schedules had previously been reviewed by the Project School to Work coordinators and Balance of State (BOS) CETA prime sponsor staff, and were then revised.

While NWREL staff were in one locality, the opportunity was afforded for previously unplanned interviews in two additional districts (See Table A-1, Districts 8 and 9). These interviews were conducted with persons knowledgeable about Project School to Work and their district's involvement with the project. Finally, a person who had previously been actively involved with the project as an area vocational education coordinator was located and interviewed concerning all three districts in the area.

Survey

Interview notes were compiled and used to suggest topics and items for the final revision of the survey questionnaires. In addition, draft instruments were reviewed by the Project School to Work coordinators and BOS CETA staff.

Three instruments were developed: Career Team Leadership, Career Team Members and School Staff (Attachment 2). The Career Team Leadership form was the most comprehensive, since it was assumed that these respondents would be the most knowledgeable about Project School to Work and their districts' involvement as well as the district's progress in career education planning and implementation. Another form, Career Team Members, also assured a fairly broad knowledge of School to Work. The third form, School Staff, did not assure that the respondents were directly involved and was aimed primarily at ascertaining level of awareness.

Each district was provided two Career Team Leadership forms, one for the Career Team leader (two in the district where there were co-leaders) and one for any administrator who was on the CT or was highly involved in the process. Career Team Member forms were distributed to all CT members. Four School Staff forms were to be distributed to faculty members not directly involved with the career education planning effort. The suggested staff were as follows: a science or math teacher, a vocational education teacher, a social studies teacher and an art or music teacher.

The forms were distributed in the districts by the Project School to Work coordinators. Instructions were written for the distribution within the district, and the coordinators verbally explained to the career team leaders what was expected. In addition, the coordinators provided followup contacts where necessary to assure the best possible return. Table A-2 presents the survey return data.

It should be noted that the surveys were distributed to the nine districts of the 11 in the consortium which were not designated to participate in onsite interviews. However, two districts (8 and 9) declined to participate in the survey due to their not having active career teams (See Attachment 3). These two districts had been included, however, in the ad hoc interviews previously described. Therefore, some data was available from all 11 Project School to Work consortium districts.

Data Analysis

Interview notes were compiled and summarized by model components topics. As indicated previously, these preliminary results were discussed with the project coordinators and then used as the basis for working hypotheses in developing the survey instrumentation. The surveys contained two types of data: open-ended responses and rating scales. The open-ended responses were compiled (See Appendix B, Tables B-3 and B-4). Mean ratings were obtained by district and type of respondent (career team member or noncareer team member) and tabled (See Appendix B, Tables B-1 and B-2). In reporting the findings in Chapter Two, data were integrated from both the surveys and the interviews.

TABLE A-1

INTERVIEWS CONDUCTED IN THE PROJECT SCHOOL TO WORK ASSESSMENT

District	Position
8	Counselor/Career Team Leader Former Area Vocational Coordinator
9	Principal Teacher Former Area Vocational Coordinator
10	Counselor/Career Team Leader Counselor High School Principal Teacher (2) - Individual interviews Teacher (9) - Group/Informal interviews Student (2) Parent Career Education Center Secretary
11	Teacher/Career Team Leader High School Principal Superintendent Counselor Teacher (2) Student (2) Parent Community/Business person Former Area Vocational Coordinator

TABLE A-2

DISTRIBUTION AND RETURN OF SURVEY FORMS

District	Survey Form							
	Career Team Leadership		Career Team Members		School Staff		Total Number	
	Ret*	Dist**	Ret	Dist	Ret	Dist	Ret	Dist
1	2	2	4	5	4	4	10	11
2	2	2	4	4	2	4	8	10
3	2	2	4	6	0	4	6	12
4	3	3	1	5	1	4	5	12
5	2	2	1	4	2	4	5	10
6	2	2	2	5	3	4	7	11
7	0	2	4	4	3	4	7	10
Total:	13	15	20	33	15	28	48	76
Percent:	87%		61%		54%		63%	

*Ret=Returned

**Dist=Distributed

ATTACHMENT 1

ONSITE INTERVIEW SCHEDULES

INTRODUCTION

The Washington State Employment Division Balance of State Prime Sponsor which funds Project School to Work has contracted with the Northwest Regional Educational Laboratory in Portland, OR to study the feasibility of disseminating Project School to Work in other areas of Washington. This interview is intended to provide information about the effect of the Project School to Work in your district. Your district and one other in the career education consortium has been selected for onsite visits by our staff.

You were selected to be interviewed because (one reason):

a. You are a member of the career team in your district.

b. You are a teacher affected by infusion of career education in your district.

c. You are a student who is receiving career education instruction.

d. You have a child who is receiving career education instruction.

All responses you give will be considered confidential and in no case will any information you give be identified with you in the report that will be made. All responses will be summarized and grouped together with those of others who are being interviewed.

L SM CA P OT

L SM CA P

L SM CA

B. Infusion of Career Education

L SM CA OT OA

1. Was there a structured career education curriculum in your district prior to Project School to Work? If so, has it been integrated into the work done by the career team? And, if so, in what ways?

2. In what ways has the new program been integrated with the established curriculum, i.e.,

L SM CA OT OA S

a. academic?

L SM CA OT OA S

b. vocational education?

L SM CA OT OA

3. Have there been any problems accomplishing the integration?

L SM CA OT OA S

4. Do all high school students receive career education instruction? Are there any students who do not receive career education instruction due to scheduling, tracking or other factors?

L SM CA OT OA S

5. Overall, do you feel the infusion of career education in your school district has been (or is being) accomplished successfully? Please comment as to why you feel as you do.

C. Staff Training in Career Education

L SM CA OT OA	1.	What staff training in career education has occurred? a. for the adopted program? b. general career education?
L CA	2.	What formats have been used (i.e., inservice, small group, individual basis?)
L CA	3.	Which training has been conducted by the Project School to Work coordinators? If not all, what other trainers have been used?
L CA	4.	What resources from outside your district have been used to assist the work of the career team or in training staff for the infusion of career education? How helpful has each been? a. From the Superintendent of Public Instruction's Office? Who? b. From the Educational Service District (ESD)? c. From the Commission on Vocational Education (CVE)? d. Developer-Demonstrator from an adopted program? e. Other outside staff trainer? From? f. Training materials? From? g. Other?
L SM CA OT OA	5.	Are there areas of need that have yet to be covered in inservice? If so, what are the plans for providing this training?
L SM CA OT OA	6.	What were the most useful aspects of the training received? What were the least useful aspects or ways in which the training could have been improved?

D. Washington Occupation Information System (WOIS)

L SM CA OT OA

1. What proportion of the high school teachers have been trained in the use and purposes of WOIS?

L SM CA OT OA

2. Do all high school students have access to the system?

CA OT

3. Do you think all the high school students know about the system?

L SM CA P OT OA S

4. Has WOIS played an important part in the career education program in your high school? If so, how?

E. Community Resource System (CRS)

L SM CA OT OA

1. Is the local community support and participation in CRS adequate in your district? If not, what could be done to improve it?

L SM CA OT OA

2. In what ways have the teachers in your district been made aware of the CRS? Do you think there are teachers who are not aware of CRS? If so, why aren't they?

L SM CA P OT OA S

3. What are the important ways the Community Resource System contributes to the infusion of career education in your district? Are there ways in which the CRS could be changed or improved to better contribute to career education? If so, what are they?

F. Project School to Work

L CA	1. Describe the roles of the project coordinators with respect to the consortium. What are their responsibilities?
L CA	2. Have these roles changed over time, i.e., are there responsibilities or activities that the coordinators do not perform new or perform less often than initially?
L SM CA	3. Describe the roles of the project coordinators with respect to the career team. What are their responsibilities?
L SM CA	4. Have these roles changed over time, i.e., are there responsibilities or activities that the coordinators do not now perform or perform less often than initially?
L SM CA	5. What are the most important or effective roles performed by the coordinators? Are there any roles or services that are less effective or necessary than others?
	6. How have each of the following groups been made aware of Project School to Work? Have they endorsed it? How?
L CA OA	a. School board?
L CA OA	b. Administrators?
L SM CA OT OA	c. School staff?
L P	d. Local community?
L P	e. Parents?

G. Implementating School to Work in Other Districts

L CA OA	1.	What are the advantages of the multi-district career education consortium? Are there disadvantages?
L CA OA	2.	Was there any previous cooperation or collaboration between the consortium districts? If so, has that previous cooperation enhanced the work of the consortium?
L CA OA	3.	What costs has Project School to Work paid that would otherwise have been necessary for the district to have paid in order to infuse career education? Would the district have financed these items if necessary?
L SM CA P OT OA	4.	Can Project School to Work be implemented in other districts in Washington?
L SM CA P OT OA S	5.	Are there any aspects of the project which should be changed in order to improve the services it provides to districts?

ATTACHMENT 2

SURVEY INSTRUMENTS

February 20, 1981

503-248-6944

Dear Career Team Leader:

Enclosed are the questionnaires for the Project School to Work study. We very much appreciate your willingness to distribute them for us.

The questionnaire for yourself and another active participant (e.g., the Career Team administrator) is the same, with some of the same questions being asked other members of the Career Team. In addition, there are four questionnaires for faculty members not directly involved with the career education planning effort. We would like these questionnaires to be given to diverse types of teachers, our suggestion being: a science or math teacher, a vocational education teacher, a social studies and an art or music teacher. If any of these are inappropriate due, for example, to the fact that they are already involved, please use your own judgment.

With each questionnaire we have given an explanation of its purpose. Feel free to look over the questionnaires before you distribute them since staff may raise questions about them. If you have any questions that Carol Richardson and Mike Taylor cannot answer for you, feel free to call me collect at the number above.

Thanks again for your help.

Sincerely,

Sharon K. Owen
Evaluation Specialist
Education and Work Program

Date: February 25, 1981

To: Survey Respondents

From: Sharon Owen
Evaluation Specialist
Northwest Regional Educational Laboratory

Re: Project School to Work
Survey Questionnaire

The Washington State Employment Security Department Balance of State (BOS) Prime Sponsor has funded Project School to Work through Title IV CETA funds since January, 1979. The project was funded to facilitate infusion of career education programs and concepts at the high school level in the eleven districts participating in the Career Education Consortium for this purpose as you may be aware your district is participating in this project and in the Career Education Consortium.

The BOS prime sponsor has also contracted with the Northwest Regional Educational Laboratory (NWREL) Education and Work Program in Portland, Oregon to evaluate the feasibility of implementing the Project School to Work model in other localities in Washington. This survey questionnaire is a major means of obtaining information relevant to that evaluation. (This is <u>not</u> an evaluation of your district or its career education program.)

Therefore, it is very important for each person to respond to the questionnaire to the extent of his or her knowledge. Please fill out as many of the questions as possible. If you do not have knowledge about a particular area or set of questions, feel free to leave them blank. <u>No responses will be identified with any individual and the information from all respondents will be summarized for reporting purposes</u>. If you have any questions, please call me collect at (503) 248-6944.

Please return your survey in the postage-paid envelope within one week.

Education & Work Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue, Portland, Oregon 97204

Education & Work Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue, Portland, Oregon 97204

PROJECT SCHOOL TO WORK:
CAREER TEAM LEADERSHIP

Please remember to leave an item blank if you do not have relevant information on that topic.

1. School District: _____

2. Your Position

_____ administrator _____ teacher Subject(s) taught _____

_____ counselor _____ parent _____

Are you a member of the Career Team in your district? _____ Yes _____ No

3. Please describe briefly the status of career education in your district at this time. Please include:

a. The model, materials or general plans that have been adopted (e.g., an adoptable program or your own program design).

b. The stage or level of implementation of the plans.

_____

_____

_____

_____

4. What are the next steps that are anticipated?

_____

_____

_____

_____

5. Is your district pursuing the concept of infusion as part of the plan at the high school level? Yes _____ No _____

Why or why not? _____

_____

_____

_____

6. Please check below which persons are on the Career Team:

_____ district superintendent	_____ social studies teacher(s)
_____ high school principal	_____ elementary or junior high staff
_____ high school counselor	_____ parent(s)
_____ vocational education teacher(s)	_____ business or community representative(s)
_____ music/art teacher(s)	_____ student(s)
_____ science/math teacher(s)	_____ other (specify) _____

7. Approximately how much of your time per month is devoted to Career Team or Career Education planning activities for the district? _____ hours

For each item below, please rate the degree to which you agree with the statements as they relate to your district by circling 1 (strongly disagree) to 5 (strongly agree). If you are not personally knowledgeable about the topic, feel free to leave the items blank. (There is a space for comments at the end.)

Career Team	Strongly Disagree				Strongly Agree
8. The Career Team has consistently kept the district staff well-informed and up-to-date on their plans and activities.	1	2	3	4	5
9. The Career Team members are an appropriately representative group of the people in our district who should be involved in the implementation of career education.	1	2	3	4	5
10. The Career Team has accurately identified the career education needs of the district.	1	2	3	4	5
11. The Career Team has accurately identified the needs of high school teachers and administrators for training in career education concepts.	1	2	3	4	5
12. The Career Team has received positive support from:					
School board	1	2	3	4	5
High school teachers and counselors	1	2	3	4	5

Career Team	Strongly Disagree				Strongly Agree
High school and district administrators	1	2	3	4	5
Parents of high school students	1	2	3	4	5
Community and business	1	2	3	4	5
13. At this time the Career Team functions to provide district leadership in planning and promotion of career education.	1	2	3	4	5

Comments or clarification regarding any of the above statements:_____

_____

_____

_____

Career Education Implementation

14. The career education program has been well integrated into the established academic curriculum of the high school.	1	2	3	4	5
15. The career education program has been well integrated into the vocational education curriculum of the high school	1	2	3	4	5
16. High school staff have received adequate training in order to competently implement the career education plan adopted.	1	2	3	4	5
17. Overall, the implementation of career education into our district has been (or is being) accomplished successfully.	1	2	3	4	5

Comments on how the implementation of career education has worked in your district:_____

_____

_____

_____

Washington Occupation Information System (WOIS)	Strongly Disagree				Strongly Agree
18. High school instructional and counseling staff have been oriented to the purposes of the WOIS.	1	2	3	4	5
19. All high school students are encouraged to use the WOIS.	1	2	3	4	5

Comments: _____

_____

Community Resource System (CRS)

20. All high school teachers are aware of the services available through the CRS.	1	2	3	4	5
21. There is widespread local community support for and participation in the CRS.	1	2	3	4	5
22. The CRS is extensively used by high school instructional and counseling staff in the district.	1	2	3	4	5

Comments: _____

_____

For the following items, please rate the effectiveness of various aspects of Project School to Work conducted by Carol Richardson and Mike Taylor, Project Coordinators:

	Not Effective At All				Very Effective
23. Explaining and relating Project School to Work to:					
a. School board	1	2	3	4	5
b. High school and district administration	1	2	3	4	5
c. High school staff	1	2	3	4	5
d. Community	1	2	3	4	5

	Not Effective At All				Very Effective
24. Coordinating the work of the consortium; conducting the all-consortium meetings.	1	2	3	4	5
25. Training the Career Teams in the steps for identifying district career education needs and implementing programs to fulfill those needs.	1	2	3	4	5
26. Training the Career Teams in group communication skills.	1	2	3	4	5
27. Acting as resource linkers, finding and presenting appropriate resource persons and materials.	1	2	3	4	5
28 Acting as inservice staff trainers to orient school staffs to WOIS.	1	2	3	4	5
29. Acting as inservice staff trainers in career education concepts.	1	2	3	4	5
30. Recruiting business, labor, industry and other community persons to participate in the Community Resource System.	1	2	3	4	5
31. Managing the Community Resource System.	1	2	3	4	5

Comments: _____

_____

_____

Please rate the following items in terms of <u>how important or valuable</u> they are or have been to the career education program in your high school. Space is provided below to elaborate or comment on these topics.

	Not Important or Valuable at All				Of Highest Importance or Value
32. Washington Occupational Information System (WOIS) computer terminal	1	2	3	4	5
33. Community Resource System (CRS) managed by the staff of Project School-to-Work	1	2	3	4	5

	Not Important or Valuable at all				Of Highest Importance or Value
34. Career Team planning for career education	1	2	3	4	5
35. Inservice workshop(s) for all high school faculty	1	2	3	4	5
36. Leadership or support by the school and district administration	1	2	3	4	5
37. Endorsement by the School Board of the district career education program	1	2	3	4	5
38. Training of all Career Team members in how to do career education planning (by Carol Richardson and Mike Taylor, Coordinators of Project School to Work)	1	2	3	4	5
39. Training of Career Team leaders or chairpersons (by Carol Richardson and Mike Taylor, Coordinators of Project School to Work)	1	2	3	4	5

Please elaborate or comment on your ratings of any of these topics: _____

_____

_____

_____

Implementation of Project School to Work on Other Districts

40. Do you feel Project School to Work is appropriate for implementation in other areas of Washington state? Yes _____ No _____

Why or why not? _____

_____

_____

_____

41. Are there any ways the project should be changed in order to implement it in other districts? _____

42. A number of advantages have been cited for the use of a consortium in promoting career education. Please indicate the advantages that you have seen in the career education consortium. _____

43. Are you aware of any disadvantages to the use of a consortium for a project like School to Work? _____

44. Are there any other comments or suggestions you would care to make regarding any aspects of the School to Work project? _____

Education & Work Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue, Portland, Oregon 97204

PROJECT SCHOOL TO WORK: CAREER TEAM MEMBERS

Please remember to leave an item blank if you do not have relevant information on that topic.

1. School District: _____

2. Your Position

_____ administrator _____ teacher Subject(s) taught _____

_____ counselor _____ parent _____

Are you a member of the Career Team in your district? _____ Yes _____ No

3. Approximately how much of your time per month is devoted to Career Team or Career Education planning activities for the district? _____ hours

For each item below, please rate the degree to which you agree with the statements as they relate to your district by circling 1 (strongly disagree) to 5 (strongly agree). If you are not personally knowledgeable about the topic, feel free to leave the items blank. (There is a space for comments at the end.)

Career Team	Strongly Disagree				Strongly Agree
4. The Career Team has consistently kept the district staff well-informed and up-to-date on their plans and activities.	1	2	3	4	5
5. The Career Team members are an appropriately representative group of the people in our district who should be involved in the implementation of career education.	1	2	3	4	5
6. The Career Team has accurately identified the career education needs of the district.	1	2	3	4	5
7. The Career Team has accurately identified the needs of high school teachers and administrators for training in career education concepts	1	2	3	4	5
8. The Career Team has received positive support from:					
School board	1	2	3	4	5
High school teachers and counselors	1	2	3	4	5

Career Team	Strongly Disagree				Strongly Agree
High school and district administrators	1	2	3	4	5
Parents of high school students	1	2	3	4	5
Community and business	1	2	3	4	5
9. At this time the Career Team functions to provide district leadership in planning and promotion of career education.	1	2	3	4	5

Comments or clarification regarding any of the above statements:_____

_____

_____

_____

Career Education Implementation

10. The career education program has been well integrated into the established academic curriculum of the high school.	1	2	3	4	5
11. The career education program has been well integrated into the vocational education curriculum of the high school	1	2	3	4	5
12. High school staff have received adequate training in order to competently implement the career education plan adopted.	1	2	3	4	5
13. Overall, the implementation of career education into our district has been (or is being) accomplished successfully.	1	2	3	4	5

Comments on how the implementation of career education has worked in your district:_____

_____

_____

_____

	Washington Occupation Information System (WOIS)	Strongly Disagree				Strongly Agree
14.	High school instructional and counseling staff have been oriented to the purposes of the WOIS.	1	2	3	4	5
15.	All high school students are encouraged to use the WOIS.	1	2	3	4	5

Comments: _____

_____

Community Resource System (CRS)

16.	All high school teachers are aware of the services available through the CRS.	1	2	3	4	5
17.	There is widespread local community support for and participation in the CRS.	1	2	3	4	5
18.	The CRS is extensively used by high school instructional and counseling staff in the district.	1	2	3	4	5

Comments: _____

_____

_____

For the following items, please rate the effectiveness of various aspects of Project School to Work conducted by Carol Richardson and Mike Taylor, Project Coordinators:

		Not Effective At All				Very Effective
19.	Explaining and relating Project School to Work to:					
	a. School board	1	2	3	4	5
	b. High school and district administration	1	2	3	4	5
	c. High school staff	1	2	3	4	5
	d. Community	1	2	3	4	5

	Not Effective At All				Very Effective
20. Coordinating the work of the consortium; conducting the all-consortium meetings.	1	2	3	4	5
21. Training the Career Teams in the steps for identifying district career education needs and implementing programs to fulfill those needs.	1	2	3	4	5
22. Training the Career Teams in group communication skills.	1	2	3	4	5
23. Acting as resource linkers, finding and presenting appropriate resource persons and materials.	1	2	3	4	5
24. Acting as inservice staff trainers to orient school staffs to WOIS.	1	2	3	4	5
25. Acting as inservice staff trainers in career education concepts.	1	2	3	4	5
26. Recruiting business, labor, industry and other community persons to participate in the Community Resource System.	1	2	3	4	5
27. Managing the Community Resource System.	1	2	3	4	5

Comments: _____

Please rate the following items in terms of <u>how important or valuable</u> they are or have been to the career education program in your high school. Space is provided below to [illegible] or comment on these topics.

	Not Important or Valuable at All				Of Highest Importance or Value
28. Washington Occupational Information System (WOIS) computer terminal	1	2	3	4	5
29. Community Resource System (CRS) managed by the staff of Project School-to-Work	1	2	3	4	5

	Not Important or Valuable at all				Of Highest Importance or Value
30. Career Team planning for career education	1	2	3	4	5
31. Inservice workshop(s) for all high school faculty	1	2	3	4	5
32. Leadership or support by the school and district administration	1	2	3	4	5
33. Endorsement by the School Board of the district career education program	1	2	3	4	5
34. Training of all Career Team members in how to do career education planning (by Carol Richardson and Mike Taylor, Coordinators of Project School to Work)	1	2	3	4	5
35. Training of Career Team leaders or chairpersons (by Carol Richardson and Mike Taylor, Coordinators of Project School to Work)	1	2	3	4	5

Please elaborate or comment on your ratings of any of these topics: _____

_____

_____

_____

Implementation of Project School to Work on Other Districts

36. Do you feel Project School to Work is appropriate for implementation in other areas of Washington state? Yes _____ No _____

Why or why not? _____

_____

_____

_____

37. Are there any ways the project should be changed in order to implement it in other districts?

38. A number of advantages have been cited for the use of a consortium in promoting career education. Please indicate the advantages that you have seen in the career education consortium.

39. Are you aware of any disadvantages to the use of a consortium for a project like School to Work?

40. Are there any other comments or suggestions you would care to make regarding any aspects of the School to Work project?

2/23/81
S. Owen

Education & Work Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue, Portland, Oregon 97204

PROJECT SCHOOL TO WORK:
STAFF MEMBER SURVEY

Please remember to leave an item blank if you do not have relevant information on that topic.

1. School District: _____

2. Your Position

_____ administrator _____ teacher Subject(s) taught _____

_____ counselor _____ parent _____

Are you a member of the Career Team in your district? _____ Yes _____ No

For each item below, please rate the degree to which you agree with the statements as they relate to your district by circling 1 (strongly disagree) to 5 (strongly agree). If you are not personally knowledgeable about the topic, feel free to leave the items blank. (There is a space for comments at the end.)

Career Team	Strongly Disagree				Strongly Agree
3. The Career Team has consistently kept the district staff well-informed and up-to-date on their plans and activities.	1	2	3	4	5
4. The Career Team members are an appropriately representative group of the people in our district who should be involved in the implementation of career education.	1	2	3	4	5
5. The Career Team has accurately identified the career education needs of the district.	1	2	3	4	5
6. The Career Team has accurately identified the needs of high school teachers and administrators for training in career education concepts.	1	2	3	4	5
7. The Career Team has received positive support from:					
School board	1	2	3	4	5
High school teachers and counselors	1	2	3	4	5
High school and district administrators	1	2	3	4	5
Parents of high school students	1	2	3	4	5
Community and business	1	2	3	4	5

Career Team	Strongly Disagree				Strongly Agree
8. At this time the Career Team functions to provide district leadership in planning and promotion of career education.	1	2	3	4	5

Comments or clarification regarding any of the above statements: _____

_____

_____

_____

Career Education Implementation

9. The career education program has been well integrated into the established academic curriculum of the high school.	1	2	3	4	5
10. The career education program has been well integrated into the vocational education curriculum of the high school	1	2	3	4	5
11. High school staff have received adequate training in order to competently implement the career education plan adopted.	1	2	3	4	5
12. Overall, the implementation of career education into our district has been (or is being) accomplished successfully.	1	2	3	4	5

Comments on how the implementation of career education has worked in your district: _____

_____

_____

_____

Washington Occupation Information System (WOIS)	Strongly Disagree				Strongly Agree
13. High school instructional and counseling staff have been oriented to the purposes of the WOIS.	1	2	3	4	5
14. All high school students are encouraged to use the WOIS.	1	2	3	4	5

Comments: _____

_____

Community Resource System (CRS)

15. All high school teachers are aware of the services available through the CRS.	1	2	3	4	5
16. There is widespread local community support for and participation in the CRS.	1	2	3	4	5
17. The CRS is extensively used by high school instructional and counseling staff in the district.	1	2	3	4	5

Comments: _____

_____

Please rate the following items in terms of how important or valuable they are or have been to the career education program in your high school. Space is provided below to elaborate or comment on these topics.

	Not Important or Valuable at All				Of Highest Importance or Value
18. Washington Occupational Information System (WOIS) computer terminal	1	2	3	4	5
19. Community Resource System (CRS) managed by the staff of Project School-to-Work	1	2	3	4	5
20. Career Team planning for career education	1	2	3	4	5
21. Inservice workshop(s) for all high school faculty	1	2	3	4	5
22. Leadership or support by the school and district administration	1	2	3	4	5

Implementation of Project School to Work on Other Districts

23. Do you feel Project School to Work is appropriate for implementation in other areas of Washington state? Yes ____ No ____

Why or why not? _____

24. Are there any ways the project should be changed in order to implement it in other districts? _____

25. Are there any other comments or suggestions you would care to make regarding any aspects of the School to Work project? _____

2/23/81
S. Owen

ATTACHMENT 3

LETTER DECLINING TO PARTICIPATE IN SURVEY

Willapa Valley Schools

District No. 160
Menlo, Washington 98561

Anthony Feldhausen
Superintendent
942-5855

R. Robert Risinger
Secondary Principal
942-2006

Charles Werley
Elementary Coordinator
934-5595

March 12, 1981

RECEIVED
MAR 16 1981
N. W. R. E. L.
EXEC. DIRECTOR'S OFFICE

Northwest Regional Education Laboratory
710 S. W. Second Avenue
Portland, Oregon 97204

Attention: Sharon K. Owen

Dear Ms. Owen:

We received your questionnaire for the Project School to Work study. Questionnaires were sent for Willapa Valley, Raymond and South Bend School Districts.

We talked to Mike Taylor and Carol Richardson regarding our concern in getting these filled out by Raymond and South Bend since they do not have active career teams at this time. In addition, many of the career team members from these two schools are no longer in the area.

For that reason, we will not be completing the questionnaire for Raymond and South Bend.

If you have any questions or concerns, please feel free to contact me.

Sincerely,

R. Robert Risinger

R. Robert Risinger
Tri-District Vocational Director

RRR/km

A-31

"An Equal Opportunity Employer"

APPENDIX B

SURVEY DATA TABLES

6. High school teache

7. High school and di

		DISTRICT						
		1	2	3	4	5	6	7
Overall, the implementation of career education into our district has been (or is being) accomplished successfully.	Mean	3.10	3.43	3.60	4.40	3.25	3.50	3.00
	SD	(.99)	(.79)	(1.14)	(.55)	(.96)	(1.38)	(.89)
	N	10	7	5	5	4	6	6
Washington Occupation Information System (WOIS)								
High school instructional and counseling staff have been oriented to the purposes of the WOIS.	Mean	3.90	4.25	4.60	3.80	3.60	3.83	3.57
	SD	(.99)	(.71)	(.89)	(.84)	(.55)	(1.17)	(1.40)
	N	10	8	5	5	5	6	7
All high school students are encouraged to use the WOIS.	Mean	4.56	4.75	4.60	4.00	4.20	3.40	3.83
	SD	(.73)	(.46)	(.89)	(1.41)	(1.30)	(1.67)	(1.84)
	N	9	8	5	5	5	5	6
Community Resource System (CRS)								
All high school teachers are aware of the services available through the CRS.	Mean	3.22	3.75	2.50	4.00	3.20	3.33	2.50
	SD	(1.20)	(1.04)	(1.92)	(.71)	(1.10)	(1.51)	(1.05)
	N	9	8	4	5	5	6	6
There is widespread local community support for and participation in the CRS.	Mean	2.88	3.71	1.60	3.00	3.00	3.17	3.00
	SD	(1.36)	(1.11)	(.89)	(.82)	(.82)	(1.47)	(.63)
	N	8	7	5	4	4	6	6
The CRS is extensively used by high school instructional and counseling staff in the district.	Mean	2.67	3.00	1.80	3.60	2.00	3.00	2.60
	SD	(1.12)	(1.07)	(1.10)	(.55)	(0.00)	(1.67)	(.89)
	N	9	8	5	5	5	6	5

For the following items
Carol Richardson and Mi
Explaining and rel

8. Acting as resource
ing and presenting
resource persons a

9. Acting as inservic

4. Inservice workshop(
high school faculty

TABLE B-2

MEAN SURVEY RATINGS BY CAREER TEAM MEMBERS AND NONCAREER TEAM MEMBERS

Career Team		Career Team Members (N=31)	Non-Career Team Members (N=17)
1. The Career Team has consistently kept the district staff well-informed and up-to-date on their plans and activities.	Mean	3.26	3.00
	SD	(.89)	(.73)
2. The Career Team members are an appropriately representative group of the people in our district who should be involved in the implementation of career education.	Mean	4.10	3.71
	SD	(.87)	(.99)
3. The Career Team has accurately identified the career education needs of the district.	Mean	4.29	3.08
	SD	(.64)	(1.12)
4. The Career Team has accurately identified the needs of high school teachers and administrators for training in career education concepts.	Mean	3.93	3.00
	SD	(.91)	(1.00)
The Career Team has received positive support from:			
5. School board	Mean	4.00	3.80
	SD	(1.04)	(1.08)
6. High school teachers and counselors	Mean	3.89	3.69
	SD	(.68)	(.70)

* $p < .05$
** $p < .01$

Career Team		Career Team Members	Non-Career Team Members	
7. High school and district administrators	Mean	4.14	4.06	
	SD	(1.11)	(.93)	
8. Parents of high school students	Mean	3.33	3.09	
	SD	(1.14)	(1.04)	
9. Community and business	Mean	3.57	3.40	
	SD	(1.03)	(.97)	
10. At this time the Career Team functions to provide district leadership in planning and promotion of career education.	Mean	3.68	3.07	
	SD	(1.39)	(.92)	
Career Education Implementation				
1. The career education program has been well integrated into the established academic curriculum of the high school.	Mean	3.17	2.60	*
	SD	(.93)	(.83)	
2. The career education program has been well integrated into the vocational education curriculum of the high school	Mean	3.52	3.40	
	SD	(1.01)	(1.06)	
3. High school staff have received adequate training in order to competently implement the career education plan adopted.	Mean	3.29	2.56	
	SD	(1.21)	(1.21)	
4. Overall, the implementation of career education into our district has been (or is being) accomplished successfully.	Mean	3.67	2.93	*
	SD	(.96)	(.92)	

* $p < .05$
** $p < .01$

Washington Occupation Information System (WOIS)		**Career Team Members**	**Non-Career Team Members**	
1. High school instructional and counseling staff have been oriented to the purposes of the WOIS.	Mean SD	4.31 (.81)	3.29 (.92)	**
2. All high school students are encouraged to use the WOIS.	Mean SD	4.54 (1.17)	3.73 (1.10)	*
Community Resource System (CRS)				
1. All high school teachers are aware of the services available through the CRS.	Mean SD	3.52 (1.16)	2.81 (1.28)	
2. There is widespread local community support for and participation in the CRS.	Mean SD	3.04 (1.28)	2.77 (.93)	
3. The CRS is extensively used by high school instructional and counseling staff in the district.	Mean SD	2.89 (1.05)	2.38 (1.20)	

For the following items, please rate the effectiveness of various aspects of Project School to Work conducted by Carol Richardson and Mike Taylor, Project Coordinators:

Explaining and relating Project School to Work to:				
1. School board	Mean SD	4.25 (1.11)	N/A	***
2. High school and district administration	Mean SD	4.36 (1.00)	N/A	
3. High school staff	Mean SD	3.96 (1.07)	N/A	
4. Community	Mean SD	3.75 (1.11)	N/A	

* $p < .05$
** $p < .01$
*** Only Career Team members were asked these items.

		Career Team Members	Non-Career Team Members
5. Coordinating the work of the consortium; conducting the all-consortium meetings.	Mean	4.56	N/A
	SD	(.75)	
6. Training the Career Teams in the steps for identifying district career education needs and implementing programs to fulfill those needs.	Mean	4.22	N/A
	SD	(1.09)	
7. Training the Career Teams in group communication skills.	Mean	4.14	N/A
	SD	(1.14)	
8. Acting as resource linkers, finding and presenting appropriate resource persons and materials.	Mean	4.58	N/A
	SD	(.76)	
9 Acting as inservice staff trainers to orient school staffs to WOIS.	Mean	4.35	N/A
	SD	(1.09)	
10. Acting as inservice staff trainers in career education concepts.	Mean	4.07	N/A
	SD	(1.04)	
11. Recruiting business, labor, industry and other community persons to participate in the Community Resource System.	Mean	4.26	N/A
	SD	(1.10)	
12. Managing the Community Resource System.	Mean	4.30	
	SD	(.70)	N/A

Please rate the following items in terms of <u>how important or valuable</u> they are or have been to the career education program in your high school. Space is provided below to elaborate or comment on these topics.

1. Washington Occupational Information System (WOIS) computer terminal	Mean	4.54	4.07
	SD	(.79)	(.88)
2. Community Resource System (CRS) managed by the staff of Project School-to-Work	Mean	3.64	3.21
	SD	(1.08)	(1.25)

*** Only Career Team members were asked these items.

		Career Team Members	Non-Career Team Members
3. Career Team planning for career education	Mean SD	4.03 (.98)	3.47 (1.19)
4. Inservice workshop(s) for all high school faculty	Mean SD	3.52 (1.39)	3.69 (1.38)
5. Leadership or support by the school and district administration	Mean SD	4.07 (1.09)	4.19 (.54)
6. Endorsement by the School Board of the district career education program	Mean SD	4.03 (1.02)	N/A
7. Training of all Career Team members in how to do career education planning (by Carol Richardson and Mike Taylor, Coordinators of Project School to Work)	Mean SD	4.07 (1.03)	N/A
8. Training of Career Team leaders or chairpersons (by Carol Richardson and Mike Taylor, Coordinators of Project School to Work)	Mean SD	4.32 (1.16)	N/A

TABLE B-3

COMMENTS AMPLIFYING SURVEY TOPICS

CAREER TEAM (CT)

Career Team Leadership

	District
We have things rolling. We just aren't as active as a team but we are more active in the buildings to keep things going.	3
I would like more involvement of parents--essential in a small district.	4
We are in the process of evaluating student and parent involvement.	4
Most teachers have taken "career ed" courses within the last two years.	6

Career Team Members

For those that know about Career Ed, there is support and approval. But all parents, community and business are not aware. We still must educate and function.	1
High school administrators give outstanding support. The two elementary administrators remain to be converted.	1
Regarding Career Team informing staff: Depending on the time of school year...at times we are much more "consistent" than others.	2
To my knowledge, our team is not functioning now.	2
Regarding overall CT functioning: It has changed this year. Until this year it would have been five but we lost something on the committee. (rated it a "1")	3
Team members are positive and work well together.	3
Regarding support for CT: We have great support from our counselor and some H.S. teachers. However, some teachers, though they think career implementation is good, don't care to put in the time needed.	4
The teachers would be more supportive if they had inservice workshops and readily understood the program. Our principal hasn't given much time to the program nor talked it up to the teachers. We are now getting more information out to the community so these ratings should go up.	7
Regarding support from district leadership: If "district leadership" refers to district coordinators, it's #1. If business people in community, still #1.	7

School Staff

The career team is not really out and going as yet (or as much as they could be) as we are just recently getting going on Career Ed in the School.	1
Seems odd that the team consists of none from the following areas: Typing/Business subjects, Home and Family Living, woodshop or metal shop, P.E. or electronics/electrical related areas.	1
They have not made themselves that known for us to objectively answer your statements.	2
They try off and on./ I think infusion into curriculum needs to be handled by local administration. Train them to train teachers. One training group for the whole state would be enough.	5
I really am uncertain of the goals and purposes of the Career Team or even of the membership of the team.	5
Career team is working toward these goals but, to my knowledge, is in the planning stages.	7
The School Board has never made it very clear what focus our school should take--academic or vocational. There is no communication between the superintendent and the staff.	7

CAREER EDUCATION IMPLEMENTATION

Career Team Leadership

	District
Regarding training of total staff: We are making good progress in this direction.	1
Basically, we have given staff, administration and Board information to develop a working plan.	1
Regarding academic and vocational education curriculum integration: Just starting. Regarding overall career ed implementation. Good.	3
These items treat career ed as secondary rather than K-12.	3
With nearly all our staff K-12 and administration being trained (Pima, Cap), implementation has been fairly smooth. Some staff are more experienced than others or have more background in career ed.	4
Our problem now is how to keep people going.	4
We find our tradition-bound staff must be approached one by one and encouraged to use infused career education. The career education in the classroom course, offered by the project coordinators (for college credit) has been a big help to us.	5
Well.	6

Career Team Members

Our primary focus until now has been on training and goal setting. We have now finished that phase and are ready for implementing our plans throughout the high school program.	1
We are working toward adequate training and integration of career ed.	2
What little we've accomplished has been well received, but we have a LONG WAY TO GO.	2
The program is still growing and expanding. In time, it should be at the "5" level.	3
Each year we interest more teachers. Our new career center (set-up through grant) will help greatly.	3
The whole staff was involved in a two-day workshop with PIMA. Career and vocational classes are set up every semester. The Career Team has continual meetings with the consortium (under the project coordinators) and then in turn have brush-up workshops with the staff.	4

It is going reasonably well. Will take two-three more years to have a well-rounded program. 5

Just starting to implement into my area of concern--elementary education. 6

It has been very well accepted for the amount of effort we've put into it. If we put more effort into it, as we intend to do, I'm sure it will be more widely accepted. The students that have been involved in the program find value in it. 7

We have a small district, it is easy to get the information out. 7

School Staff

We are still in the process of implementation and it is being done faster by some teachers than others. 1

Although we received guidance in this area (implementation) there are still some who have not been able to do necessary steps. Training of all staff received low rating primarily due to lack of total staff committment. 1

We have just begun; consequently, I cannot answer all statements. 2

Has worked very well, with district-wide participation K-12. 4

It is being left up to individual teachers. Again, the current approach is wasteful. Curriculum directors are the people you need to contact. Much of what the consortium does should be done by teachers, such as contacting pros to talk to their class. The individual school administration should be determining what kind of, and how much, infusion is necessary. I would not expand this program! 5

I know that many of the faculty have integrated parts of the program in their curriculum long before this project came into being. Even after taking the Career Education class, I'm not certain how much more I could incorporate. Instead of asking what we have been doing, it might be more practical to present faculty with materials to increase Career Education in the classroom. 5

Working toward the goal of training total high school staff at this time very strongly. 7

Inservice workshops in Aberdeen or Olympia are made known to us. The guidance counselor works with teachers at their request. There has been little organized awareness effort at the elementary level in the past year. 7

WASHINGTON OCCUPATIONAL INSORMATION SYSTEM (WOIS)

Career Team Leadership

Regarding encouragement of all students to use WOIS: All ninth and then again all twelfth; tenth and eleventh on an as needed basis. 1

Some scheduling conflicts and a burden for counselor. We have some parents volunteering for WOIS.

Has taken time--did a lot at first but haven't done much lately. 4

Most do use it! 6

Career Team Members

When it worked it was great. 1

It is also available to graduates. 2

Used a lot. Teachers also used the typewritten information in classes. 3

The WOIS is at present (couple of months) out of order. 4

Not sure at high school level. 6

All students 9-12 will have run at least once by the end of this year on WOIS. 7

School Staff

Resources are available in the communities of our state. We need administrative direction at each school. The more central the program, the less it's going to accomplish. 5

We need more teacher training and knowledge of WOIS. 4

We know what it is and seniors are required to go through it. 1

	District
COMMUNITY RESOUR STEM (S)	
Career Tea eadersh	
Too centered in the larger towns of the	3
We are a small community as a part of Localized CRS will involve more parents and students.	4
Career Tea Memb s	
This material has just arrived on campus last week.	3
Our community business members are not utilized. People from the larger town, 35 miles away, are. Regarding teacher awareness of the CRS. Yes, brochure given to each teacher.	3
Not sure on high school level.	6
I think the teachers need to be further encouraged to use CRS more often.	7
School Staff	
Not pushed very hard at all.	1
Regarding community support for CRS: My limited inquiry has always brought immediate response--either speakers or information.	1
I've been very impressed with the CRS.	4

District

SCHOOL TO WORK STAFF ROLES

Career Team Leadership

They are outstanding people--every effective. 1

The Project Coordinators are our outstanding people. Developed a program that any educational staff could use. 1

These people are truly outstanding. 2

Recruitment of community persons--not too much in our area. Managing CRS--Probably excellent but I do not have personal knowledge. The general feeling is we went off on our own and could have accomplished all this without Project School to Work due to the fact we had strong leadership and knowledge sought on our own, not provided through Project School to Work. 3

Career Education would not get off the ground without the the Project Coordinators operating School to Work. 3

These two people are invaluable! 4

Project Coordinators do an excellent job! 4

We would not have made any progress without them. 5

They're outstanding workers! 6

Career Team Members

What an articulate, talented pair! 2

Regarding #27, The material was just arrived. 3

Recruitment of community persons--not done in our community. Project Coordinators have alienated most of our staff by (1) claiming credit for our work, (2) setting up meetings for certain preestablished purposes and then not following the program, (3) using too much time in meetings for "fun and games icebreakers" and (4) not involving administrators. 3

We are doing our own thing here. 3

They are vital to the program. They helped us get started, aid us to our goals and kept us motivated and continuing. 4

The Project Coordinators are always friendly and willing to help and to offer ideas and quick to commend the good points of each school's success. 7

VALUE OF THE PROJECT COMPONENTS

Career Team Leadership

All of the above must be part of the complete program.	1
Community Resource System will become more important with our senior report program.	2
Again I can only say for our district. We were already knowledgeable and well-motivated. I feel we could have accomplished what we did without Project School to Work. However, attending the meetings I felt it served a purpose for some and did an important service in drawing districts together.	3
Again, invaluable!	4
Inservice workshops for all faculty would be of highest importance if we could get it.	5

Career Team Members

All faculty need to be informed of Career Education but not so sure of inservice for all.	1
We have no assistance from the Project Coordinators in writing any of our three grants. Our team has forged ahead--without help. I've felt the Project Coordinators have resented our initiative and success.	3
We haven't had a workshop for the entire faculty that was exhaustive.	5
Regarding CRS: We will find more value in these as we begin to use them more. Regarding Inservice: We have not had an inservice workshop but one is tentatively planned. Regarding Administrative support: Our administrator rarely attends the meetings and doesn't seem to push career ed. to the teacher. Regarding Training of Career Team Members: We have some new team members who have been to only a few meetings.	7

School Staff

Regarding Inservice: We need to have one <u>again</u>.	7

TABLE B-4

PROJECT SCHOOL TO WORK OPEN-ENDED ITEM RESPONSES

Career Team Leadership

	District
1. Please describe the status of career education in your district. Which model and to what level of implementation?	
Cashmere model--second level	1
Cashmere model	1
Own program design (three year sequence)--Stage 1	2
First year Project Match, grades K-12 Second year Project Match, grades 7-8 Washington, D.C. model-- Career Education Resource Center Program, grades 9-12	3
First year Project Match, elementary Second year Project Match, Junior High Washington, D.C. model-- Career Education Resource Center Program, grades 9-12	3
Responsibility of infusion is the teachers'. Pima, Cap, Diversified Occupations and career classes are in effect.	4
Pima program model--infused into K-12 program	4
Pima County Career Developmental Guidance Based project--final stages of implementation (all teachers have had some career education inservice or other training)	4
First year of implementation--will develop a more specific set of goals this year. Staff is becoming involved but we find it a slow process.	5
Adopted program--eighth grade level Identified infusion in high school	5
Pima County model--implementation is about 85% complete	6
Pima County--Rural America, MYE, ASVAB, WOIS WPCT, SAT, PSAT	6

		District
2.	What are the next steps that are anticipated?	
	Increase of infusion into the total curriculum. School Board policy statement and goal regarding career education. Incorporate career education K-6 in the district	1
	Using a committee of ten teachers and career team to develop a total program	1
	Develop Stage II and III for junior and senior classes	2
	Continue to build and expand our present program. Some discussion of adopting "Project Discovery" for special education	3
	Developing further use of available programs and materials	3
	More emphasis on seventh and eighth grades (weak spots) Building a localized community resource file Build on science, math and physical education	4
	Review and strengthen infusion into junior high program	4
	Further planning--systematic infusion especially at junior high and high school level. Evaluation of how it is working has led to more systematic curriculum planning.	4
	In April we will submit a report to the school Board. We will expand our work into the K-6 program on our own. Extensive teacher training is essential at all levels.	5
	Elementary team involvement	5
	Because of severe budget cuts from the legislature, we will be re-grouping. Teachers will continue to include career education in their classrooms.	6
	Everything is going well.	6
3.	Is your district pursuing the concept of infusion as part of the plan at the high school level?	
	Yes. For a complete career education plan, infusion is a necessary step to incorporate career education goals into the curriculum.	1
	Yes. After researching programs, this looks like the best avenue.	1
	Yes. It is not an add-on program.	2
	Yes. Teachers are very unwilling to chuck the subject matter plus we see importance of school being relevant to the world of work and can only be done through infusion, not new or tacked on courses.	3

		District
Yes.	It is a followup from what is done in K-8. Time factor	3
Yes.	Infusion is a must. We cannot ask for separate programs of the teachers.	4
Yes.	We haven't the time nor staff for a separate curriculum. This allows us to relate the career program to specific curriculum areas.	4
Yes.	Best means of implementation at small school.	4
Yes.	This seems logical, workable and educationally sound.	5
Yes.	Cannot afford to establish a separate career education course from the established curriculum.	5
Yes.	It has been more effective in our building.	6
Yes.	I can't see any reason for not infusing. In the past, separate career exploration classes did not have high enrollment.	6

4. Do you feel Project School to Work is appropriate for implementation in other areas of Washington State?

Yes		1
Yes.	I believe any educational institution could use this program.	1
Yes.	Because it is a design not a canned program. Allows each district to meet its needs.	1
Yes		2
Yes.	However, in our district we were already knowledgeable and well motivated. I feel we could have accomplished what we did without Project School to Work. In attending the meetings, I feel it served a purpose for some and did an important service in drawing districts together.	3
Yes		3
Yes.	Absolutely essential	4
Yes.	The need for career planning is universal and this program can be adapted to any area.	4
Yes.	Effective use of career education makes education relevant to students. The project coordinators have the ability to get people excited and involved. The program is also very well run. The project coordinators are well organized.	4

	District
Yes. The originators understand how to work with diverse groups letting each team design the appropriate plan for each individual district. The support and guidelines are there, but understanding comes as each team designs their own program.	5
Yes	5
Yes. First, it is a good program. Also, because of the consortium idea, many things are available to smaller schools than they could get alone.	6
Yes. It works well.	6

5. Are there any ways the project should be changed in order to implement it in other districts?

Keep in mind the difficulty of communicating infusion concepts and techniques to the total faculty.	1
Be sure you have two people like the project coordinators.	
Better communication to the administrators. Ours were not sold on the project or the project coordinators. They felt they were being used to promote their project. Instead of working with Career Teams, the project coordinators should have brought only school administrators together and sold them on the idea first and let them have input. This is one area where the program is really weak and there in lies the basic reason why it has never been "bought into," so to speak, in our district.	3
I'm sure in a larger district there would be more difficulty.	4
Perhaps a larger staff	4
No	4
Difficulties might arise if the coordinators are spread too thin.	5
Not that I can think of.	6
I don't know of any.	6

	District
6. Please indicate the advantages that you have seen in the career education consortium.	
Availability of a greater range of resources, talents for all members of the consortium.	1
It is a way for interaction and an exchange of ideas.	1
Shared costs and discussion among districts of what is working best and why.	2
Good concept. School protocol was overlooked.	3
The ability to tie school and community together	3
Brainstorming	4
Exchange of ideas with personnel from other districts	4
Input from other districts--sharing--best use of resources--reaches more people	4
The sharing among school districts is invaluable. Ties are made between schools that spill over into areas other than career education.	5
The opportunity for sharing of ideas with other local people	6
Different views help expand our capabilities.	6
7. Are you aware of any disadvantages to the use of a consortium for a project like School to Work?	
No	1
Makes a lot of work for the coordinators.	1
No	2
No	3
Differences in size of district (not always a disadvantage)	4
No	4
Sometimes difficult to get all people to meetings	4
No. Except outlying teams must do a lot of traveling.	5

	District
No	6
No. What are they?	6

8. Are there any other comments or suggestions regarding any aspects of the School to Work project?

I believe the government (CETA) and educational institutions throughout the country received benefit from this program.	1
This is one of the first programs that can respond to individual school and teacher needs.	2
The area of continuation (educating new staff members) Preventing more paperwork for teachers (this causes discouragement.) This program must somehow be ongoing through staff changes, administration changes and team changes. Having three high school graduates (one college student) without career education, I see this a necessity.	4
I highly recommend Project School to Work consortium plan.	4
Very worthwhile project--the project coordinators are the biggest assets.	4
I feel strongly that this is an essential project. Through it, teachers are injecting relevancy into their own curriculum.	5
I hope it will survive state and national budget processes.	6
Keep up the good work. Without this program we would not have the materials and techniques for career education.	6

Career Team Members

	District
4. Do you feel Project School to Work is appropriate for implementation in other areas of Washington State?	
Yes. If they want it and feel the need. If there is someone to take leadership and devote time to it.	1
Yes. I well remember the agony of indecision at career choice time, and I have seen too much waste of valuable talent and abilities of outstanding but "lost" students. Also, it is easier to teach kids who see the practical reasons for what they're learning.	1
Yes	1
Yes. There are lots of resources. The organization is good. The program is worthwhile and the need is established. Schools cannot go on preparing all students for college when only a minority go. The program also has value for the college-bound.	1
Yes. The best I have experienced.	2
Yes. I believe the concepts taught in a career education curriculum provide the student with self-assurance and confidence in themselves. Also, by aiding the young people to plan for the future, they look toward work and adult life in a positive frame of reference.	2
Yes	2
Yes	2
Yes. They know their material and they are willing to work with each group. They have worked with many different kinds of districts which have many different needs. The basic program has been successful.	3
Yes. If done through the administrators of various schools. I feel we have contributed greatly to the project coordinators' success and, therefore, income while receiving nothing in return.	3

		District
	Yes. It's very effective. It allows each school to move at its own pace according to its needs and wants. It also allows schools within the consortium to share ideas and motivate each other. A lot of information is gathered this way without all the work coming from one district. The coordinators give the team someone to turn to if they have questions or come to a standstill, instead of becoming frustrated and stopping the project.	4
	Yes	5
	Yes	6
	Yes. So that districts can start to use career education	6
	Yes	7
	Yes. Students are constantly asking why they must go to school, why they must take certain subjects. They don't really relate what they are learning to life experiences. Many feel a lot of the subjects they must take are just busy work. WOIS really opens a student's eyes to the real world. Most students can hardly wait to try it again.	
	They are simply not aware of the many types of jobs available. They see only what their parents do and the jobs in their locality.	7
	Yes	7
	Yes. In isolated areas it is the students' only contact with what is available.	7
5.	Are there any ways the project should be changed in order to implement it in other districts?	
	I have no solutions or additions.	2
	I believe more inservice training is necessary for all teachers	2
	The meeting at the first could have been held in a better building.	3
	Start by going through the various school administrators first. Second, restructure meeting.	3
	Nothing. Our approach was very flexible.	5
	No	6
	It requires dedication from leaders.	6

	District
None I can think of. It's been a very rewarding, inspiring and fun project. It's great to see so many people really interested in what's important and relevant to the students.	7

6. Please indicate the advantages that you have seen in the career education consortium.

The consortium pulled us together to educate, motivate and keep us going.	1
More people from more areas should yield more brain power and so more ideas, more resources.	1
Exchange of ideas--the broader community with its resources, especially for small schools in small towns.	1
Interaction of a larger group Meeting of others from elsewhere with common goals	2
The consortium enables one to share ideas. It also maintains a competive edge to make sure all the students are receiving an equal career education exposure.	2
Points on career grant applications	3
Exchange of ideas and materials have been valuable.	5
Greater flexibility in developmental stages with use of a consortium	6
In this way, out-lying districts can be easily included. Much is gained by the sharing of ideas and successes by each district. Getting along and working side-by-side with strangers greatly improves getting along and working with those you know.	7

7. Are you aware of any disadvantages to the use of a consortium for a project like School to Work?

No. As each district finds its own needs and all are a little different, we are still working for the same long-range goal and are one.	1
Not yet, unless it would be logistic.	1
No	1
No	2

	District
None	2
The fact that an area of many different groups are served has had its problems, and most groups would have faltered and blown away. Project School to Work is still working.	3
Yes. Travel time to meetings; too many people attending unorganized meetings. Actually, meetings were no help to me. That is, no help to our career team. We continue as members because the fact that we are a member of a consortium adds points to our grant applications.	3
There is one small aspect I see to watch for. Because our school was one of the first to receive a grant and quickly begin training, we sometimes felt we were giving a lot of information to get others started but not getting information from other districts. Because of this, the meetings sometimes seemed a bit repetitive. We were glad, however, for the meetings because they gave us time as a team to work together, and to get information and be motivated by the project directors.	4
No	5
No	6
It takes leadership away from people in the district	6
No. It's a great concept and the project directors have done a superb job.	7
At times, it seems as if it is an extremely expensive approach, but it shows results and I don't know of another way.	7

8. Are there any other comments or suggestions regarding any aspects of the School to Work project?

None. I am very impressed. From here on out we, as team members, must carry the ball.	2
On the short term you can find a point or two not in super shape, but, on the long haul, it has been great. It has worked and we are moving in the right direction in career education.	3
I believe it is very beneficial for a representative of each district to go to the Seattle two-day showings of the career projects and training programs available through the United States. This helped us get a quick view of programs appropriate for our needs and to immediately apply for a grant and get rolling.	4
I feel the approach to allow each district to make their own objectives and follow through has been excellent.	5

Yes. I think a special training program should be held for just administrators. Their involvement is crucial to the program. If they aren't hooked on it the whole process is slowed down.

7

		District
4.	**Do you feel Project School to Work is appropriate for implementation in other areas of Washington State?**	
	Yes. Seems to be designed for school--public and private. Can't really see it working in clubs or work (jobs).	1
	Yes. I feel that there should be some sort of standardized career education program that is used throughout the state instead of many individual ones.	1
	Yes. Although not completely implemented (in my observations), I can see many positive attributes, especially WOIS.	1
	I'm sorry I'm not aware of this program.	1
	Yes.	2
	Yes. Especially in the outlying areas where job skills and career information is lacking.	2
	Yes. There is a definite need for career awareness.	4
	No. The computer terminal is the only thing that cannot be handled by staff at local schools. One team of two or three people traveling aroung the state could give workshops that would give staff some new ideas.	5
	Yes	6
	Yes. Career oriented information should be incorporated in school systems everywhere. This is a key ingredient in education as I see it.	6
	Yes. Provides realistic guidance	7
5.	**Are there any ways the project should be changed in order to implement it in other districts?**	
	Explained a bit better to all staff members, perhaps better explanation of who and why team members were picked and to know what they have done so far.	1

Just adjustments for local job markets or areas of employment that are unique to a district. 1

More time for teachers (classroom) to be able to make plans for program. 1

Longer projects and inservice training for greater depth 2

Not qualified to answer 2

No 7

84 Are there any other comments or suggestions regarding any aspects of the School to Work project?

Some type of career education knowledge or basis should be required for secondary teachers in the state because this is the level where kids need all the help they can get in order to make it in the after-school years. 1

It has been excellent. 4

No 5

I think the faculty need to be made more aware of the materials and resources that are available and how to use these. Lists placed in the mail boxes are not of much value. Time is precious to a teacher and sorting out areas that might be of use is not always feasible. 5

We need more workshops in the building for staff and interested parents. 7

APPENDIX C

WASHINGTON STATE VALIDATION APPLICATION GUIDELINES

A. APPLICANT INFORMATION

1. NAME OF APPLICANT, AGENCY	2. ADDRESS (number, street, city, state, zip)

3. TYPE OF AGENCY

___Local Education Agency
___Educational Service District
___Institution of Higher Education
___Non-public School
___Other_____

4. PROJECT TITLE

5. TYPE/SOURCE OF FUNDING for each year project has been operative (not to exceed five years)

Year	Amount	Type/Source of Funding

6. PROJECT CONTACT PERSON	7. ADDRESS	8. PHONE
Name Title		Area Code

9. DISTRICT REPRESENTATIVE authorized to submit project for validation, review and possible dissemination	10. ADDRESS
Name_____ Title_____	
11. SIGNATURE OF AUTHORIZED PERSON	12. DATE OF SUBMITTAL

FOR OFFICE USE ONLY

Recommendation of State Office of Planning and Evaluation	Title and Signature of Authorized State Official
___Nominated for Review ___Nomination Declined ___Refer to Applicant for suggested revision	Signature_____ Name_____ Title_____ Phone_____

B. PROJECT ABSTRACT

Provide an abstract of the project including the key elements under the following headings: (Suggested length: 2 pages)

1. Statement of need
2. Objectives
3. Project activities or treatment
4. Results
5. Significance of results both educational and statistical
6. Statement of cost and potential exportability

C. PROJECT BACKGROUND

1. Describe the school and community setting in which the project was implemented.

This description should identify characteristics of the community, making appropriate reference to size, geographic location, socio-economic level, population characteristics, type of industries, nature of schools, etc. (Suggested length: 2/3 page)

2. Who was/were involved in determining the need for and importance of the project?

Identify advisory or planning groups and their composition. Describe briefly community, teacher and student participation in the planning process, if any. Explicitly list the real or major contributors and state the nature of their contribution. (Suggested length: 1/3 page)

3. Describe the data or factors which were examined in determining the need for the project.

Make reference to test scores, other achievement data, drop-out studies, community surveys, and other needs assessment data. Be explicit and include only data or reference to data which provide the motivation for this project. For example, it may have been determined that a standardized test revealed critical weaknesses in the math achievement in a certain school or that community survey data called for a new program emphasis, etc. Although research of a national or regional nature should be cited in substantiating the need, local evidence of the nature and extent of the need must be included in the application. (Suggested length: 1/3 page)

4. Identify the target group(s) involved in the project.

Give number, age, grade, sex, ethnic affiliation, special identity such as gifted or deficient, etc., where appropriate. For special categories of target groups include a statement as to how they were identified. Examples might be: gifted students as determined by certain test data (identify) and teacher judgment; or, vocationally immature students as determined by a career maturity inventory (identify); etc. Primary target groups will ordinarily be students; however, other groups such as teachers or instructional personnel may be a primary focus of project objectives in some cases. (Suggested length: 1/3 page)

5. What is the educational significance of the project?

Consider some of the following questions in responding to this item: Why is the project important? What does it do for students? Does it solve an educational problem of importance to the general educational community? How widespread is the problem addressed? Does it meet real educational needs of students? (Suggested length: 1/3 page)

D. GOALS AND OBJECTIVES

1. Identify the major purpose of the project.

This statement is to give the broad perspective of the project so that the reviewer may better understand how the specific objectives of the project interrelate and how the inclusion or exclusion of any single objective may affect the overall or major purpose of the project. The statement of this broad goal should be simple and straight forward, not requiring delineation of specific dimensions or levels. An example might be: "The purpose of Project XXX is to increase the basic reading skills for the handicapped in School District X" or "The general purpose of Project XXX is to reduce sex-role stereotyping of job options for elementary students in School District X." The statement of purpose or goal should minimally contain a description of what change is being effected in whom. (Suggested length: a single statement)

2. List the anticipated outcomes or objectives of the project

Ordinarily, major objectives will be limited to no more than three or four. They may include cognitive, affective (attitudinal) or psychomotor behavioral changes. Objectives should be stated in measurable terms reflecting who, upon completion of the project, will be able to do what at what level of performance.

Process objectives may reflect major components of the project, but must include in their statement reference to some meaningful criteria. In the final analysis, the objectives should be written in such a manner that evidence may be systematically gathered to reflect their attainment. Ordinarily, process or enabling objectives alone will not provide sufficient evidence to validate the success of a project. (Suggested length: single statement for each objective)

3. Identify how much change in process or behavior was expected for each objective if this was not included in the statement of objectives as the level or performance. If so, omit this item.

Change may be defined in terms of absolute or arbitrary standards or with reference to normal expectations. If the statement of objectives in the previous item did not incorporate the anticipated change, for example, 30% increase in growth rate as compared to the national norm or statistically significant increase in reading scores, etc., the anticipated changes should be specified within the framework of an understandable rationale. For example, one might argue that the project can provide reading instruction more efficiently without reducing students' normal rate of reading progress. (Suggested length: single statement for each objective)

4. Identify new or unanticipated objectives as well as any objectives that were deleted during the project.

If, because of formative or process evaluation or for some reality concerns, the major objectives of the project as originally defined changed (additions, deletions or major modifications), explain such changes in terms of the project's major goal, the educational significance of the project and pattern of interrelationship among objectives. The response to this item may give the reviewer a better understanding of the evolving nature of this project and its relationship to the stated needs. (Suggested length: 1/3 page)

E. PROJECT ACTIVITIES

1. Describe project activities.

This description should give an overview of the project including unique aspects of the process. Be specific in describing the process, documenting any "packaged" or borrowed approaches. For purposes of evaluation it is absolutely essential for you to describe each of the following:

a. Essential curriculum materials and/or equipment used.
b. What the teacher did differently in her/his instructional techniques.
c. What the learner did differently than before.
d. Special management plan(s).
e. Special qualifications and/or training of staff.
f. Frequency and duration of instruction (i.e., daily or weekly schedule).
g. Involvement of parents and/or community.

(Suggested length: two pages)

2. Analyze the reason for utilizing the foregoing approach in this project.

The central question in this item is: Why did you anticipate that this process(es) would produce the desired change(s) specified in the objectives? Did previous research, evidence from a pilot study or other source suggest that the approach utilized was valid or appropriate? Did this project represent a replication of a similar approach in a different setting? (Suggested length: 1/4 page)

3. Discuss the degree to which the program activities were carried out as expected.

The reviewers must know if significant modifications were made in the project activities as originally planned and how such changes were related to attainment of individual objectives. (Suggested length: 1/3 page)

F. THE EVALUATION DESIGN

1. Describe briefly the evaluation design utilized in the project. (Time series, baseline, multiple baseline, norm referenced, traditional experimental control, etc.)

The purpose of a clear description of the evaluation design is to enable the reviewer to know if changes were brought about as a result of the special project activities and are not a result of chance, special kinds of motivation, the regression phenomenon, the Hawthorne effect or some other intervening variables. If sampling techniques were utilized, this should be stated and described, since the ability to generalize the results will depend on the representativeness of the subjects. (Suggested length: 1/2 page)

2. Establish that the evaluation instruments utilized were valid, trustworthy and adequately normed.

The instruments utilized represent the operational definition of the objectives. Thus, the validity, reliability and sensitivity of the data gathering devices are of signal importance. If the instruments are standardized much of the data are available within the technical manual and can be very briefly summarized with appropriate references. If the instruments were "tailor made" the procedure should be briefly described citing the way in which the instrument was validated, how reliability or consistency was determined, as well as characteristics such as range, freedom from offensiveness, administration and interpretation guidelines, etc. If norm-referenced instruments were used, the norms should be described. If criterion-referenced instruments were used, the manner in which criteria levels were set should be noted.

Evaluation or data gathering devices may include in addition to tests, controlled observation, rating scales, checklists, etc., but if such devices are utilized the above technical considerations should be carefully reported.

The following format is suggested for each instrument:

a. test or data-gathering device; source, variables which it measures and kind of device; e.g., multiple choice test, observation schedule, etc.
b. validity
c. reliability
d. norm group (if norm-referenced tests)
e. criteria levels (if criterion-referenced tests)
f. other relevant characteristics

Suggested length: 1/3 page per objective)

3. Show that evidence was systematically gathered and recorded.

The following chart provides a format for recording the evaluation data. Describe any special qualifications for those gathering evaluation data, i.e., individual testers, trained observers.

CHART A - RECORD OF DATA COLLECTION

OBJECTIVE	EVALUATION INSTRUMENTS	DATA COLLECTION		
		Collected On Whom	When Collected	Collected By Whom

G. RESULTS AND ANALYSIS

1. Report the results of the project activities. Relate these results to specified objectives. Indicate whether the results met or varied from expectations.

The following format would be helpful as you respond to each objective:

a. expected change or anticipated outcome as defined in objective
b. actual change or results observed. Utilize charts, graphics, statistical summaries where appropriate.
c. significance of results--either statistical or otherwise. If other than statistical provide rationale for evaluation of significance.

(Suggested length: 1/2 page per objective)

Overall Project Results

a. estimate of educational or practical significance of overall project findings
b. brief interpretation of results

(Suggested length: 1/2 page)

2. Report unanticipated outcomes of major importance and significance.

> Include in this item spin-off or unplanned changes that took place as a result of this project. Note whether such changes qualified in retrospect as major objectives in terms of the stated need for the project. (Suggested length: 1/3 page)

3. Show that the results were systematically and competently analyzed.

> Include method of analysis and qualifications of personnel performing the analysis.

H. COST INFORMATION

1. Estimate first-year costs to adopter districts.

> Fill out Chart B which follows. Chart entries should include both listing of personnel, facilities, services, etc., and dollar amounts.

CHART B - COST INFORMATION

Personnel (Salary & Benefits)

Training

Materials

Other

I. EXPORTABILITY CONSIDERATIONS

1. Identify institutional and other conditions that would be required to adopt and operate this program. Include specialized staff, facilities, materials and equipment, training, commitment on the part of community and administration, etc.

> Be sure to include in this item your observation of specific attitudinal or commitment factors on the part of the community, district, staff, etc., which you feel are necessary for successful adoption. (Suggested length: 1/3 page)

2. Is there a recommended procedure or strategy for the adoption or adaption of this project? If so, describe briefly the steps involved. (Suggested length: 1/2 page)

APPENDIX D

JOINT DISSEMINATION REVIEW PANEL (JDRP)
APPLICATION GUIDELINES

X. FORMAT AND INSTRUCTIONS FOR SUBMITTING MATERIALS TO THE JOINT DISSEMINATION REVIEW PANEL

The outline on the following pages displays the format that should be used for submitting materials to the Joint Dissemination Review Panel. Under each major heading are specifications for the kinds of information that should be included.

In order to be convincing, the evaluation need not be a strict experimental design, although this type of evidence is desirable. However, there should be some kind of high-quality, objective, methodologically sound, quantitative evidence demonstrating that the intervention in question was effective and superior to other, more commonly used methods or approaches, and that the observed effects were caused by the intervention.

The total length of each submission, including all descriptive material, tables, etc., should not exceed ten pages. Ten pages is a maximum; less lengthy presentations are definitely acceptable and encouraged. The evidence needs to be convincing, not necessarily lengthy. Some of the strongest arguments are brief, concise, and to the point.

While brevity is a virtue, the materials should include all the information the panel will need to make its decision. All submissions should follow the format by using the headings shown, and should cover all the points mentioned in the instructions under each heading. The points under each heading should be presented in the order most convenient and logical for the intervention being documented, not necessarily in the same order as in these instructions.

FORMAT FOR SUBMITTING MATERIALS
TO THE JOINT DISSEMINATION REVIEW PANEL

PROGRAM AREA: (e.g., Title III, reading, career education, environmental education, education for the handicapped)

I. INTERVENTION TITLE, LOCATION:

Specify the title of the intervention and the location for which evidence of effectiveness is being submitted.

II. DEVELOPED BY:

Indicate who developed the intervention originally, even if this happened at a different site than the one for which evidence of effectiveness is being presented.

III. SOURCE AND LEVEL OF FUNDING:

List all funding sources for the intervention at the location for which evidence of effectiveness is presented and, for each source, list the amount of funds (see Figure 1 for an example).

IV. YEARS OF INTERVENTION DEVELOPMENT:

Indicate the year or years during which the intervention was originally developed or tested.

V. BRIEF DESCRIPTION OF INTERVENTION:

Briefly describe the intervention for which claims of effectiveness are being made. The description should cover at least the following points:

What is the intervention?
What are its objectives?
What claims of effectiveness are being made?
What is the context in which it operates?
Who are the intended users and beneficiaries?
What are the characteristics of the groups on which the intervention was developed and tested?

What are the salient features of the intervention? What are the costs for adoption and maintenance of the intervention? (See table on next page.)

VI. EVIDENCE OF EFFECTIVENESS:

Describe the evidence of effectiveness for the intervention. This section should deal with each of the following points, although not necessarily in the same order:

Interpretability of measures: Evidence that the quantitative measures are reliable and valid indicators of the effects claimed.

Credibility of evidence: Who collected and analyzed the data, what assurances are there that the findings are objective?

Evidence of impact: What is the evidence that something happened? What are the effects claimed for the intervention?

Evidence of statistical reliability of the effects: What is the evidence that the effects happened often enough and with sufficient reliability to be likely to happen again under similar circumstances?

Evidence that the effects are educationally meaningful: What is the evidence that the effects are large enough, powerful enough, or important enough to be educationally meaningful, regardless of their statistical significance?

Evidence that the effects are attributable to the intervention: Can alternative explanations such as practice effects, maturation, selection of superior treatment groups, etc., be ruled out?

Evidence of generalizability to the populations for which the product or practice is intended: Evidence that the product or practice has been tested widely enough and under sufficiently diverse circumstances to give assurance that the effects claimed may be similar when the product or practice is used elsewhere for the populations intended.

Source and Level of Funding of Intervention		
	INSTALLATION (Non-recurring Costs)	SUBSEQUENT YEARS (Recurring Costs)
Personnel		
Personnel Training		
Facilities		
Equipment & Materials		
Consumables		
Other Costs* -- Specify:		
_____		
_____		
_____		
TOTAL		

*E.g., transportation, technical assistance, public relations, etc.

Figure 1. An illustration of a table shell for showing costs.

ADDENDUM

CAREER SKILLS ASSESSMENT PROGRAM ANALYSIS

SECTION I: INTRODUCTION

As part of the evaluation of the Project School to Work model implementation*, Education and Work staff of Northwest Regional Educational Laboratory (NWREL) were contracted to analyze and report the results of the Project's student outcomes testing, utilizing the Career Skills Assessment Program (CSAP). The CSAP test battery was administered pre and post in the 11 Project School to Work consortium districts for each of two years. In 1979-80 all six subtests** and in 1980-81 three subtests were administered to both ninth and twelfth grade students. This report will discuss the combined results of the two years of testing.

Section II contains a discussion of the testing results and Section III presents the overall conclusions and implications for further project evaluation. Data tables are located at the end of the narrative section.

SECTION 2: RESULTS

A. Overall Pre-Post Results

Ninth Grade. Tables 1 and 2 respectively contain the overall ninth and twelfth grade pre- and posttest mean scores for each of the three subtests administered both years. For the ninth graders all three tests in 1979-80, and two of the three in 1980-81, showed statistically significant pre-post increases.

For the Self-Evaluation and Development Skills test the pre- and posttest means were similar for both years. While the pretest means for Career Decision-Making and Employment-Seeking Skills were close together both years, the posttest means were quite different, being higher in 1979-80. In the 1979-80 report it was concluded that such gains could primarily be attributed to students' growth and development at the ninth grade level. Furthermore, it was felt that the project would have had little impact on students by the spring of 1980 and that data must be considered as baseline for comparison with subsequent years' data. Therefore, the smaller overall pre-post gains in 1980-81 cannot be attributed to impact of the School to Work Project on ninth grade students.

*For a full report on the model evaluation see "Evaluation of Project School to Work Monograph" to which this document is an addendum.

**See Sharon K. Owen, "Project School to Work Evaluation: Report of the 1979-80 Career Skills Assessment Program Testing Analysis." September, 1980.

It should also be noted that there were virtually no differences between the two testings in terms of pretest scores. Therefore, there is no basis to assume that the 1980-81 ninth graders had previously acquired more career education knowledge or skills than the 1979-80 ninth graders.

Twelfth Grade. A similar pattern emerges for the twelfth grade test results (Table 2). Although two of the three tests showed statistically significant gains in the 1980-81 data (compared to one in 1979-80), all the pre-post gains are smaller than those seen in 1979-80. Again, the gains which are seen cannot be attributed to programmatic impact. In addition, as with the ninth graders, the 1980-81 pretest means were the same or lower than the 1979-80 ones, indicating no differential pre-high school learning.

Finally, it should be noted that, in both years, twelfth graders had higher pre- and posttest mean scores across all tests than did ninth graders. Thus, it is obvious that learning related to career education objectives does occur during the interim between ninth and twelfth grades. Such a consistent difference in basic knowledge and skills does not allow the two grade levels' results to be directly compared or to be combined into a total (e.g., by district) which would be meaningless.

B. Results by District

Ninth Grade. For the Self-Evaluation and Development Skills test (Table 3) one district (Number 5) had higher pre- and posttest scores in 1980-81 than in 1979-80 and showed a greater gain. District 8, which had no posttest data in 1979-80, had a considerably higher pretest mean in 1980-81 than in 1979-80.

On the Career Decision-Making Skills (Table 4), District 1 presented a somewhat higher pretest mean and about the same gain in 1980-81 as in 1979-80. Districts 8 and 9 both had considerably higher 1980-81 pretest mean scores and District 9 showed a much longer gain (District 8 had no posttest data in 1979-80).

The Employment-Seeking Skills test (Table 5) followed a similar pattern. District 8 again had a higher pretest mean in 1980-81 than in 1979-80 (no 1979-80 posttest). District 9 means were slightly higher and District 11's were substantially higher in 1980-81 than in 1979-80.

From the foregoing descriptions it is obvious that there were few gains among the districts in the 1980-81 testing over the 1979-80 testing. Indeed, for the most part pretest and posttest means and gain scores were smaller in 1980-81 than in 1979-80. It should be noted that the numbers of respondents were smaller in 1979-80 than in 1980-81. This cannot, however, account for the consistently poorer results in 1980-81.

A one-way analysis of variance corroborated the fact that there are large and statistically significant differences among the districts at the ninth grade level. Based on the information developed in Chapter Two of the Monograph, there is no basis on which to predict these differences.

Twelfth Grade. For the Self-Evaluation and Development Skills (Table 6), Districts 5 and 11 had higher mean scores in 1980-81 than in 1979-80. On the Career Decision-Making Skills (Table 7), results were somewhat more positive. Districts 2, 3, 5 and 11 had higher mean scores pre and post and District 6's were about the same in 1980-81 than in 1979-80. All of these five districts gained more than two points pre to post. Districts 5, 7 and 9 had higher mean scores on the Employment-Seeking Skills test (Table 8) in 1980-81 than in 1979-80. District 11 had similar posttest scores in both years with a higher pretest score in 1980-81.

The pattern of the 1980-81 twelfth grade data was slightly more positive than that of the ninth grade. More districts scored higher in 1980-81 on one or more of the tests. Indeed, two districts, 5 and 11, had higher mean scores across all these tests. In addition, the districts which demonstrated better results were those which appeared to be participating most fully in the Project School to Work process (see Chapter Two of the "Evaluation of Project School to Work Monograph"). Nevertheless, while somewhat encouraging, these results cannot be seen as strong evidence for the project's impact on student outcomes.

Sex differences

In the 1979-80 testing there was a statistically significant difference between posttest means for males and females with the females overall scoring higher (see Table 9). The other tests also indicated potentially significant differences by sex. No 1980-81 differences were either as large as those in 1979-80 or as statistically significant. Thus, there were no indications in the two years' testing that there were meaningful differences between males and females in terms of their career education knowledge and skills.

Summary

Overall, for both ninth and twelfth grades the pre- and posttest mean scores were lower in 1980-81 than in 1979-80. Exceptions were few when the data was examined by district, especially at the ninth grade level. For the twelfth grade, a few more districts--two consistently--had better results. In addition, the districts which did show higher twelfth grade scores for 1980-81 were generally those which the overall Project School to Work model evaluation had indicated were the most involved in the process of career education planning and implementation at the secondary level. In both years the numbers of respondents for each test by district were small and, therefore, less reliable than may be considered ideal. For the three tests, there were no significant differences by sex in 1980-81 and only one significant difference in 1979-80.

SECTION III: CONCLUSIONS AND IMPLICATIONS

Did consortium district students demonstrate increased career education knowledge and skills?

When all the consortium district data were combined, there was no evidence that students had gained in career education knowledge and skills at either the ninth or twelfth grades. When the data were broken out by districts there were some positive gains at the twelfth grade level over the previous year's data. The districts which showed the gains generally appeared in the model evaluation data to be the ones which had participated most fully in Project School to Work. While providing some encouragement that the project had begun to affect student outcomes, these data were at best inconclusive.

Were there differences between males and females in career education knowledge and skills?

Over the two years of testing, one test in 1979-80 showed statistically significant results favoring females. In all cases females scored higher on both the pre- and posttests, but gains between the tests were about the same for both groups. The results indicate that females generally have more career education knowledge and skills than males but did not necessarily profit more from their learning experiences over a school year.

What are the implications in these results for further evaluation of Project School to Work?

It appears that Project School to Work does not directly affect student outcomes within the first two years of its implementation. This is quite reasonable since it is a strategy designed to affect first planning and then implementation of career education at the rate and in the manner selected by individual districts. Thus, one district may begin implementation of some type of program almost immediately, while another may spend considerably more time and effort in planning prior to any curricular changes. In addition, the grade levels initially impacted may be quite different--one district may concentrate its early efforts on twelfth grade, while another may focus on tenth. All of this implies that across-the-board student testing must await the implementation process.

One option may be to target for testing those districts and grade levels which may, based on other information, be expected to have attained the instructional objectives; other students would be used as a "comparison group." A statistical regression model might be used to compare students' knowledge based on the type and amount of instruction they had received, assuming such variables can be identified and classified.

Another, perhaps simultaneous, option is to direct evaluative testing at the districts' instructional staff who may be considered the initial targets for project impact. Again, determination of success and comparison of data should be based on indicators of the individual district's involvement.

TABLE 1

CSAP TOTAL NINTH GRADE PRE AND POSTTEST MEANS

Test		YEAR 1979-80 Pre	1979-80 Post	1980-81 Pre	1980-81 Post
Self-Evaluation and Development Skills	M	33.62	38.08	33.87	38.46
	SD	(11.18)	(11.82)	(10.98)	(9.57)
	N	39	39	85	85
		($p < .01$)		($p < .001$)	
Career Decision-Making	M	24.96	34.87	25.52	29.54
	SD	(9.76)	(9.22)	(10.33)	(10.95)
	N	46	46	78	78
		($p < .001$)		($p < .001$)	
Employment-Seeking Skills	M	38.85	45.66	38.29	40.47
	SD	(12.28)	(12.12)	(12.56)	(13.58)
	N	41	41	78	78
		($p < .001$)		(NS)	

TABLE 2

CSAP TOTAL TWELFTH GRADE PRE AND POSTTEST MEANS

Test		YEAR 1979-80 Pre	Post	1980-81 Pre	Post
Self-Evaluation and Development Skills	M	46.32	47.11	43.41	43.12
	SD	(9.80)	(9.62)	(9.73)	(11.19)
	N	28	28	65	65
		(NS)		(NS)	
Career Decision-Making	M	32.69	37.78	32.85	35.79
	SD	(10.83)	(11.71)	(11.14)	(12.62)
	N	32	32	67	67
		($p < .01$)		($p < .001$)	
Employment-Seeking Skills	M	49.30	52.09	48.70	51.05
	SD	(13.00)	(12.17)	(11.58)	(10.20)
	N	33	33	60	60
		(NS)		($p < .01$)	

TABLE 3

SELF-EVALUATION AND DEVELOPMENT SKILLS NINTH GRADE
PRE AND POSTTEST MEANS BY DISTRICT

District		1979-80 Pre	1979-80 Post	1980-81 Pre	1980-81 Post
1	M	41.00	41.00	35.20	42.00
	SD	(4.90)	(8.04)	(7.94)	(8.68)
	N	4	4	10	10
2	M	34.44	40.56	29.93	37.21
	SD	(7.78)	(7.25)	(10.94)	(8.14)
	N	9	9	14	14
3	M	42.00	48.00	36.33	37.33
	SD	(14.14)	(7.07)	(10.60)	(9.71)
	N	2	2	6	6
4	M	41.00	46.50	24.00	34.67
	SD	(16.97)	(6.36)	(3.00)	(4.93)
	N	2	2	3	3
5	M	34.12	38.38	35.73	40.27
	SD	(7.32)	(7.15)	(7.20)	(6.90)
	N	8	8	11	11
6	M	28.00	11.00	44.20	43.20
	SD	(0.0)	(0.0)	(9.09)	(9.58)
	N	1	1	5	5

TABLE 3 (Con't)

District		1979-80 Pre	1979-80 Post	1980-81 Pre	1980-81 Post
7	M	28.80	33.60	15.83	23.83
	SD	(11.05)	(14.78)	(10.15)	(10.44)
	N	5	5	6	6
8	M	28.67	--	34.70	37.50
	SD	(10.84)	--	(9.92)	(7.12)
	N	6	0	10	10
9	M	--	--	38.14	44.86
	SD	--	--	(10.76)	(9.89)
	N	0	0	7	7
10	M	41.67	41.00	41.40	32.80
	SD	(18.93)	(4.24)	(7.83)	(6.61)
	N	3	2	5	5
11	M	20.17	29.83	36.00	43.12
	SD	(9.04)	(16.44)	(9.97)	(10.48)
	N	6	6	8	8

TABLE 4

CAREER DECISION-MAKING SKILLS NINTH GRADE
PRE AND POSTTEST MEANS BY DISTRICT

		1979-80		1980-81	
District		Pre	Post	Pre	Post
1	M	29.83	31.83	32.43	34.57
	SD	(10.19)	(11.09)	(11.74)	(10.15)
	N	6	6	7	7
2	M	25.00	34.71	21.70	27.70
	SD	(5.37)	(6.42)	(4.97)	(10.34)
	N	8	7	10	10
3	M	30.00	38.50	24.60	27.80
	SD	(8.12)	(4.73)	(10.46)	(15.90)
	N	4	4	5	5
4	M	12.75	28.50	15.50	38.50
	SD	(1.89)	(6.19)	(2.12)	(13.44)
	N	4	4	2	2
5	M	26.25	35.63	22.80	27.70
	SD	(7.48)	(11.24)	(11.31)	(11.36)
		8	8	10	10
6	M	36.00	42.00	20.40	22.20
	SD	(12.49)	(10.44)	(4.83)	(8.17)
	N	3	3	5	5

TABLE 4 (Con't)

		1979-80		1980-81	
District		Pre	Post	Pre	Post
7	M	26.75	40.50	16.25	24.12
	SD	(11.30)	(10.15)	(6.09)	(7.64)
	N	4	4	8	8
8	M	16.17	---	35.44	36.33
	SD	(11.36)	---	(9.61)	(10.42)
	N	6	0	9	9
9	M	20.67	27.33	26.86	36.43
	SD	(2.31)	(9.71)	(10.17)	(10.05)
	N	3	3	7	7
10	M	34.67	36.25	31.00	26.86
	SD	(5.77)	(9.54)	(7.75)	(5.15)
	N	3	4	7	7
11	M	11.25	31.25	26.12	27.25
	SD	(3.50)	(8.06)	(10.80)	(13.22)
	N	4	4	8	8

TABLE 5

EMPLOYMENT-SEEKING SKILLS NINTH GRADE
PRE AND POSTTEST MEANS BY DISTRICT

District		1979-80 Pre	1979-80 Post	1980-81 Pre	1980-81 Post
1	M	49.17	50.50	42.00	46.88
	SD	(9.62)	(13.81)	(6.82)	(9.78)
	N	6	6	8	8
2	M	31.33	39.80	34.27	34.27
	SD	(9.07)	(13.26)	(15.89)	(14.77)
	N	3	5	15	15
3	M	47.33	51.33	34.00	35.00
	SD	(7.37)	(4.73)	(5.00)	(10.44)
	N	3	3	3	3
4	M	46.50	64.00	35.00	15.00
	SD	(.71)	(5.66)	(0.0)	(0.0)
	N	2	2	1	1
5	M	32.12	39.12	35.29	40.86
	SD	(8.71)	(8.76)	(9.18)	(13.12)
	N	8	8	7	7
6	M	42.00	47.00	32.80	31.80
	SD	(11.31)	(7.07)	(5.72)	(7.92)
	N	2	2	5	5

TABLE 5 (Con't)

District		1979-80 Pre	1979-80 Post	1980-81 Pre	1980-81 Post
7	M	33.00	46.75	25.12	35.00
	SD	(14.07)	(9.88)	(13.02)	(15.06)
	N	4	4	8	8
8	M	31.50	---	39.62	40.50
	SD	(10.52)	---	(14.01)	(12.21)
	N	6	0	8	8
9	M	46.60	45.60	47.33	48.67
	SD	(7.83)	(14.31)	(4.80)	(9.07)
	N	5	5	6	6
10	M	48.33	53.25	47.62	44.75
	SD	(12.74)	(10.08)	(9.68)	(14.26)
	N	3	4	8	8
11	M	20.00	40.80	45.11	49.89
	SD	(9.65)	(14.13)	(8.87)	(10.61)
	N	6	5	9	9

TABLE 6

SELF-EVALUATION AND DEVELOPMENT SKILLS TWELFTH GRADE
PRE AND POSTTEST MEANS BY DISTRICT

District		1979-80 Pre	1979-80 Post	1980-81 Pre	1980-81 Post
1	M	50.80	50.80	37.00	40.29
	SD	(3.27)	(2.39)	(8.91)	(5.16)
	N	5	5	7	7
2	M	49.40	51.40	46.50	45.38
	SD	(7.54)	(2.97)	(6.74)	(7.01)
	N	5	5	8	8
3	M	51.00	50.00	50.00	49.25
	SD	(0.00)	(0.00)	(5.78)	(7.23)
	N	1	1	8	8
4	M	50.00	43.33	---	---
	SD	(1.41)	(8.08)	---	---
	N	2	3	0	0
5	M	42.80	40.60	50.00	53.75
	SD	(13.76)	(14.81)	(3.92)	(1.71)
	N	5	5	4	4
6	M	---	---	41.33	38.67
	SD	---	---	(13.87)	(15.31)
	N	0	0	3	3

TABLE 6 (Con't)

District		1979-80 Pre	1979-80 Post	1980-81 Pre	1980-81 Post
7	M	42.50	52.00	32.00	37.83
	SD	(6.36)	(4.24)	(11.75)	(11.34)
	N	2	2	6	6
8	M	49.67	---	47.50	44.00
	SD	(3.27)	---	(6.61)	(11.81)
	N	5	0	8	8
9	M	---	---	45.60	44.80
	SD	---	---	(10.21)	(12.15)
	N	0	0	5	5
10	M	52.50	51.25	41.43	33.71
	SD	(2.38)	(.96)	(8.79)	(15.61)
	N	4	4	7	7
11	M	34.00	37.50	41.89	43.78
	SD	(12.41)	(15.02)	(10.26)	(12.61)
	N	4	4	9	9

TABLE 7

CAREER DECISION-MAKING SKILLS TWELFTH GRADE
PRE AND POSTTEST MEANS BY DISTRICT

		1979-80		1980-81	
District		Pre	Post	Pre	Post
1	M	36.00	45.67	33.80	38.20
	SD	(6.08)	(4.04)	(6.91)	(9.31)
	N	3	3	5	5
2	M	35.33	33.40	41.12	43.25
	SD	(10.78)	(13.58)	(9.95)	(10.32)
	N	6	5	8	8
3	M	34.00	28.50	40.38	44.12
	SD	(9.90)	(19.09)	(8.86)	(8.34)
	N	2	2	8	8
4	M	36.00	45.00	32.00	41.00
	SD	(2.83)	(2.83)	(0.0)	(0.0)
	N	2	2	1	1
5	M	32.67	37.00	40.50	45.25
	SD	(13.58)	(8.89)	(13.77)	(8.81)
	N	3	3	4	4
6	M	26.50	31.50	28.33	30.67
	SD	(12.97)	(15.46)	(8.33)	(9.45)
	N	4	4	3	3

TABLE 7 (Con't)

District		1979-80 Pre	1979-80 Post	1980-81 Pre	1980-81 Post
7	M	27.50	41.50	23.25	29.75
	SD	(17.68)	(17.68)	(10.39)	(14.84)
	N	2	2	8	8
8	M	42.00	---	33.43	34.29
	SD	(12.21)	---	(8.58)	(13.28)
	N	5	0	7	7
9	M	38.50	45.00	29.29	28.71
	SD	(13.44)	(2.83)	(6.50)	(7.74)
	N	2	2	7	7
10	M	41.00	46.50	26.86	28.57
	SD	(12.75)	(8.23)	(13.45)	(17.01)
	N	4	4	7	7
11	M	25.20	32.40	32.00	35.00
	SD	(5.93)	(10.16)	(11.83)	(12.73)
	N	5	5	9	9

TABLE 8

EMPLOYMENT-SEEKING SKILLS TWELFTH GRADE
PRE AND POSTTEST MEANS BY DISTRICT

District		1979-80 Pre	1979-80 Post	1980-81 Pre	1980-81 Post
1	M	53.00	51.00	54.00	54.67
	SD	(8.89)	(2.00)	(10.16)	(8.66)
	N	3	3	9	9
2	M	54.33	56.00	41.33	46.50
	SD	(9.07)	(8.89)	(8.09)	(10.80)
	N	3	3	6	6
3	M	53.25	58.75	49.89	52.89
	SD	(5.68)	(3.30)	(8.48)	(5.60)
	N	4	4	9	9
4	M	26.00	65.00	22.00	23.00
	SD	(28.28)	(0.0)	(1.41)	(1.41)
	N	2	1	2	2
5	M	43.00	37.00	55.40	56.60
	SD	(25.46)	(33.94)	(3.51)	(6.23)
	N	2	2	5	5
6	M	47.33	49.00	55.00	50.00
	SD	(8.08)	(15.13)	(0.00)	(0.0)
	N	3	3	1	1

TABLE 8 (Con't)

District		1979-80 Pre	1979-80 Post	1980-81 Pre	1980-81 Post
7	M	40.00	43.50	49.67	53.67
	SD	(9.90)	(3.54)	(13.58)	(9.45)
	N	2	2	3	3
8	M	50.40	---	39.29	42.00
	SD	(9.61)	---	(11.34)	(13.32)
	N	5	0	7	7
9	M	49.40	47.40	52.40	55.00
	SD	(15.92)	(16.80)	(4.72)	(6.48)
	N	5	5	5	5
10	M	60.25	57.80	52.17	57.33
	SD	(2.75)	(8.64)	(16.47)	(5.89)
	N	4	5	6	6
11	M	48.33	51.17	52.00	51.86
	SD	(7.42)	(7.30)	(8.47)	(2.91)
	N	6	6	7	7